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ABSTRACT

In spring 1993, a survey was conducted at the Lancaster campus of Pennsylvania's Harrisburg Area Community College to measure student attitudes and levels of satisfaction with college services. Surveys were administered to 1,171 students in 32 course sections, with completed surveys being received from 611 students. Analysis of responses indicated the following: (1) 60% of the respondents were female and 10% were minorities, both reflecting campus-wide numbers; (2) 45.7% had completed high school, 44% had 1 or 2 years of college, and 3.5% had a degree; (3) cost and location were the main reasons why respondents enrolled at the Lancaster campus; (4) 32% indicated that they intended to earn a degree for transfer, while 31% reported that they planned to transfer without a degree; (5) 56.7% rated the quality of instruction as good, compared to 30.6% rating it as excellent, while 88% agreed or strongly agreed that courses were challenging and met expectations; (6) low ratings were received by library services, rated as poor by 14.7%, and counseling services, rated as fair by 23.6% and poor by 5.4%; (7) concerns were also expressed regarding campus security, especially by part-time, female students; and (8) 79.7% were not aware of what their activity fees supported. Includes recommendations regarding expanding the range of courses and programs, keeping tuition reasonable, assessing the advising delivery system, and expanding articulation agreements with senior schools; faculty responses to findings/recommendations; the survey instrument; tabled data; and responses to open-ended questions. (KP)

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TITLE: Student Attitude/Satisfaction Survey – Lancaster Campus

Glen Lum
October 1993

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Student Attitude/Satisfaction Survey
Lancaster Campus

I. Introduction

A. Purpose of Survey and Study

Harrisburg Area Community College (HACC), Lancaster Campus (LC) was established in 1989 and approved by the Pennsylvania Department of Education (PDE) to offer credit courses and award certificates, associate degrees and diplomas. As the LC grew, it became evident that programs, courses, services, and facilities required some form of assessment/evaluation to determine not only strengths but perhaps more importantly, the identification of weaknesses, shortcomings, and problems which required HACC's attention. A major component of any campus-wide assessment process logically would take into account students' attitudes and perceptions of their educational experience.

To this end and also to fulfill the recommendation of the Middle States Association, HACC's regional accrediting agency, the LC "Student Attitude/Satisfaction Survey" was conducted during the Spring, 1993 semester (see Appendix A). The primary goal of this survey was to obtain a deeper understanding of how Lancaster students felt about various aspects of their HACC experience. Thus, the survey and this report will examine five major educational components affecting the students' perception of quality and the degree of congruence between stated goals and what is actually occurring at the LC from a student's perspective.

The five areas of examination will include the following: 1) education background and goals, 2) programs and instruction, 3) student services, 4) campus facilities, and 5) general information related to campus environment. In addition, a profile of the sample was obtained in the demographic portion of the survey and this will be matched to Fall, 1992 data for the entire LC student body.

The report will close by summarizing the significant findings and presenting a set of recommendations. While a number of recommendations may be implemented in a fairly short timeframe, others will likely require a long term commitment and large expenditure to address the students' perceived needs of the campus. This report sought primarily to identify the present level of student satisfaction with HACC and specific aspects, activities, and facilities of the LC where changes, additions, and/or deletions should be considered by the faculty and/or staff to improve and strengthen the institution.

B. Methodology

The Office of Institutional Research was charged with composing the survey and completing the initial draft of the study. The survey itself was first written by the Research Office after meeting with the Dean of the LC and the Vice Presidents of Academic Affairs and Student Services. Revisions to the instrument were made by the Lancaster Dean and Academic Council prior to the distribution. A copy of the survey can be found in Appendix B.

To insure a high student response rate, the surveys were administered in selected classes. A total of 32 courses were chosen from the spring semester schedule. Selection of the courses generally reflects their proportional representation (by academic division) for the semester. Also, consideration was made to include off-campus courses, those meeting in the evening and the weekend, developmental classes, as well as those selected by traditional full-time (FT) day students. Appendix C lists the courses selected and the number of respondents.

The Research Office established a schedule for the distribution and administration of the survey (Appendix D). Instruction and reminders were sent to each faculty member (Appendices E and F) along with a packet of surveys. The Director of Educational Services at the LC was responsible for the accounting and collection of the instrument.

From the 32 classes, over half (611/1171 or 52.2%) completed the survey. Since so many courses were included in the sample, students enrolled in multiple classes where the survey was administered were instructed to complete the instrument only once. This of course may have skewed the results based on the home academic division of the course or time or place when the course was offered but the size of the sample would likely have mitigated much of the variation produced by this sampling methodology. Additionally, the type, time, and place of the individual courses, while important in securing a representative sample, is not one of the critical factors in the analysis. Appendix G lists both the academic division and class meeting time distribution. Both followed closely the pattern found for the entire campus during the Spring, 1993 semester.

Once all of the surveys were collected and returned to the Research Office, all questions were coded and then entered into a data file using the Dbase III Plus software. This file was then converted to a system file and all statistics were conducted employing the SPSS software package.

Each of the five major sections will begin with a review of the descriptive results. For the most part bivariate analysis will employ the chi square statistics primarily due to the nominally scaled nature of the data. When appropriate, the strength of the relationship will also utilize the Pearson's R correlation statistic but in the chi square analysis, the contingency coefficient (CC) will be reported. Both Pearson's R and the CC serve as the basis for completing any multivariate analysis. The analysis of variance (ANOVA) will then be used to examine the effect of multiple factors on a single dependent variable.

Emphasis on group differences will primarily be based on information gleaned from the demographic portion of the questionnaire. For example, are PT students, who historically are overrepresented by non–traditional adults more likely to be satisfied with the physical facilities of the campus? A logical follow–up question may be what specific role does age play in determining the level of satisfaction? These and other like matching of variables certainly provide the basis for further analysis.

In addition to comparing demographic group differences, reviewing the relationships between selected questions in the survey also provided some valuable information. One example may be to determine if students from the various academic divisions differ in their degree of satisfaction in terms of the instruction they receive? These plus other question–to–question comparisons will be made and accompanied by the demographic results will likely be the primary source from which the recommendations are derived. Response to the questionnaire can be found in Appendix H. Additional descriptive answers and comments are listed question by question in Appendix I.

Before moving on to the demographics, it must be mentioned that while student input is valuable, it is not, and perhaps should not be the overriding factor for instituting change. This is not meant to denigrate nor minimize their input for as "clients" of HACC, their educational goals and perceptions of institution effectiveness must be taken into account. Rather, while students' views are important, it is only one of a number of factors which must be considered when recommendations and decisions are made and implemented. On many issues, students do not have all of the facts available to them when discussing an issue, thus this report should be viewed as only one of several steps in assessing the educational quality and viability of the LC.

II. Demographics

A. Descriptive Results

One of the initial and important points to determine is whether the sample gathered for this study nearly reflects that of the general population. For this, the demographic variables sex, age, and race are employed to test differences and similarities. Though not comprehensive, this methodology does allow for a simple and fairly effective avenue to identify major differences among commonly accepted demographics. In the sample, over six out of every ten (60.6%) students were females (Question #A–1). This certainly provides a close match to the actual 62.5% found campus–wide for the Spring, 1993 semester.

*Likewise, both the ethnic/race and age factors mirrored the campus totals. Minorities composed nearly 10% of both the college–wide and sample group (Q#A–3). Also, the mean age of the sample, 25.2 years, while higher than the 27.0 years mean found campus–wide during the Fall, 1992 semester, does not provide compelling evidence to suggest that results for other survey questions would be significantly different from the general population (Q#A–2). Since a mean age figure is **not** computed for the LC during the spring semester, no actual comparison can be made pairing this sample to its population. This of course may have been the primary reason why a larger than expected difference was uncovered. Additionally, the median age was a much lower (22 years old) so while the LC did serve a large adult population more than half came from the traditional college age range of 17–22.*

One of the most important variables employed in ascertaining enrollment patterns is the employment status factor. There was an even split between students who worked on a FT basis (N=259/611 or 42.3%) versus those holding a PT job (N=257 or 42.1%). In later analysis, the employment status variable will be extensively used to assess how students employed FT differ from their peers working on a PT basis (Q#A–4).

In terms of employment characteristics. Those holding a job primarily worked a varied schedule (N=214 or 35%) or during the days (N=208 or 34%). Intuitively, one could draw the conclusion that FT employees were more likely to have an established schedule and time while those on a PT basis were more apt to work on various days and at a variety of times (Q#A–5).

The majority of the respondents did not have a long history of work experience as the two largest groups were from those with less than three years in the labor market (N=225 or 36.8%)

and between three to six years (N=185 or 30.3%). Only one in ten (11.8%) had ten or more years in the labor force, again reflecting the relatively younger mean age (Q#A–7).

While the highest household income category received the most response (greater than $22,000) one must interpret this question (Q#A–8a) with caution. Since students were queried about household and ***not*** *personal income, many, primarily younger dependent students, checked the highest category which reflected their parents income. Of course this would have been the correct response but this does establish parameters for drawing conclusions which would have differed had the question sought information about the student's* ***personal*** *income. Suffice it to say that students in the highest income category generally are not as likely to be dependent on financial aid nor are they as likely to lack the resources to attend school.*

Approximately one out of seven (14.3%) students indicated that their employer paid for part or all of their education cost (Q#A–8b). Since those employed FT are more likely to receive a plethora of benefits, the bivariate analysis will examine whether this also extended to cover the cost of attending the LC.

The final two demographic questions inquired about the distance traveled (Q#9–A) and where students were coming from to get to class. Over eight out of ten (81.6%) answered that they traveled 15 or fewer miles to get to school and over six out of ten came from ten miles or less. Clearly, the location of the LC and its off–campus sites has made higher education easily accessible for the vast majority of these students. Additionally, four out of five students came from home to class (N=489 or 80.0%) while most of the remainder traveled from work. Again, the cross tabulation between work status and where students are coming from may reveal that those employed FT are more likely to come straight from their jobs.

The descriptive results showed that the sample was very much like the general LC population. Since no major differences were discerned, these selected demographic variables will be employed to provide the basis for noting group differences in the survey. The next section will review the bivariate analysis of these demographics.

B. Bivariate Analysis – Demographics

Special emphasis will be placed on matching the "work status" (FT and PT employment) to a number of other demographic variables. The work status factor was selected primarily because

of the historical differences generally found between students working FT versus those holding a PT job or none at all. (See results from any of the Six and Twenty–Four Month Graduate Reports).

Besides the "homemaker" category, males and females were evenly proportioned between FT and PT employment (all 25 "homemakers" were females). Not surprisingly, students 23 years or older were far more apt to hold a FT position while their younger peers were overrepresented in the PT and unemployed categories (Significance (Signif.) = .000; Contingency Coefficient (CC) = .38). The results also showed that employers were more willing to cover the cost of tuition and/or other fees for FT employees versus those on a PT work schedule (Signif. = .000; CC = .29). This confirms an earlier suggestion regarding the relationship between the employment status variable and the amount of fringe benefits one is entitled to.

Generally, a review of the income variable would provide valuable insight, especially as it relates to both the age and work status factors. However, since household, not personal income was requested, a number of students working PT or unemployed correctly reported their household income by checking the highest category. This of course was their parent(s)' salary so the entire data set was skewed toward the higher income levels. While the question does provide pertinent information regarding the student's (or family) general ability to pay college expenses, it is often not a true indication of the student's income alone. Thus, it may be true that older, non–traditional adults are earning more money (very likely) but this particular data file cannot verify this conclusion due to the phrasing of the household income question.

Students working FT had a greater propensity to come directly to class from work (Signif. = .000; CC = .35) though the work status variable did not play an important role in the "miles traveled to class". Both PT and FT working students and those unemployed came from near and far (Signif. = .119; CC= .19). Another interesting facet of the "work status" variables found that students working FT enrolled primarily in evening, off–campus (also in the evening), and Saturday courses compared to the day time enrollment pattern for those employed PT or not at all. Again, this was not unexpected and logic (and history!) dictates that evening, off–campus, and weekend students were very likely to be non–traditional adults over 25 years of age. Recall that older adults were overrepresented among those with FT positions and when age was matched to class time attendance patterns a definite demarcation was exhibited.

Older adults did indeed follow a long held pattern of evening, weekend registration (Signif. = .000; CC = .37).

Similar to the "miles traveled" variable, selection of an academic major was not influenced by one's work status. While the type of job a student held may have had an impact on which academic program was chosen, this is often the case, whether one was working FT, PT, or not at all would not intuitively appear to make a difference and this was bore out by the statistics.

The last demographics tested with the "work status" factor was ethnic/race and here again, no major differences were discerned. Full–time employees were proportionally dispersed among the various ethnic/racial groups. This is somewhat unexpected given the generally higher unemployment rate experienced by minorities not only in Lancaster but throughout the state and country. One critical condition to note is the generally stronger employment figures historically found in the Lancaster area and this could not but have a positive effect on this specific outcome.

Besides "work status", a number of other demographic relationships warrant further investigation. In an earlier finding it was shown that non–traditional older adults, over 25 years old, were more likely to be employed on a FT basis. When sex was paired with age, adult females over 25 years old had a far greater propensity to register than their male counterparts (Signif. =.000; CC = .19). Likewise, age played a role in determining what ethnic/racial group would enroll. Generally speaking, minorities were more apt to be proportionally overrepresented by traditional college age students, those under 25 years old, while older adult students were far more likely to be white. It appears that the LC has made progress in attracting those minorities who recently completed high school but furthering one's education has not been as attractive for older adults from the underrepresented groups. It is also critical to mention the relatively small number of minorities represented by this sample when viewed on a group by group basis. A change in only a few responses have certainly altered the distribution and the resulting statistical analysis. Care must be taken when working with such small subgroups.

In yet another interesting trend, age did play a role in the selection of an academic major (by division). Traditional students were found proportionally more frequently in Communication

and Arts (C&A) and Social Science (SSPSBE) Divisions, and the General Studies Program. Conversely, adults were over subscribed in the Science, Nursing, Allied Health, and Physical Education (SNAHPE); Math, Engineering, and Technology (MET); and to a lesser extent the Business Divisions. When considering this distribution, there is a definite tendency which showed older adults moving toward career or skills oriented programs, having selected those very divisions where these degrees, certificates, and diplomas are major attractions. paralleling the results consistently found in the graduate follow–up surveys, adults were far more likely to enter HACC with a specific goal/career whereas traditional college age students had a far greater proclivity to opt for one of HACC's transfer programs. It follows to reason that the present LC enrollment pattern will eventually produce graduation characteristics not unlike those presently found at the Wildwood Campus.

In summary, the sample closely matched the general LC population and nothing in the descriptive results suggests that respondents were statistically different from their peers. Highlights showed a campus where females were in the majority, half of the students were over 22 years old, and one in ten were from minority groups. Furthermore, most were working either FT (42.3%) or PT (42.1%) and only a small portion received financial support from their employer (14.3%).

The "work status" variable proved to be very valuable differentiating among various groups of students in the sample. Those working on a FT basis were more apt to be older, receive financial support from their employer, and register for an evening/weekend course(s). Two factors, ethnic/race and selection of an academic major, were not significant in defining various student groups.

Finally, the age variable also played a major role. Adult students were characterized by their FT employment, orientation toward career programs, and overrepresentation by females and minorities.

The next section will examine the type of educational experiences these students bring plus an examination of their educational goals.

III. Educational Background and Goals

A Descriptive Results

The LC serves a varied community college student body based on the academic achievement level of the respondents (Q#B–1). The largest group were those who held a high school diploma (N=280 or 45.7%) followed by students who had one to two years of college (N=269 or 44.0%). Only 21 (3.5%) matriculated to the LC with a BA degree or higher while an additional 36 respondents (5.9%) had three to four years of college. Conversely, four students (.7%) entered without a high school diploma.

When asked about why they decided to attend college, the overwhelming majority (N=406 or 66.4%) said they wanted to prepare for a career (Q#B–2). It will be interesting to determine whether this strong trend toward career development cut across age, work status, sex, and ethnic/race status.

Given the large proportion of adult students, one may have thought that "career advancement" (10.5%) or change (8.0%) would have drawn a larger response. This point will also be analyzed in greater detail when these factors are matched in the bivariate statistics.

Another aspect of this question presents an engaging aside. About one in twenty (5.4%) answered that they came to the LC primarily for the "satisfaction of earning an AA degree". In the past three 24 Month Graduate Surveys an average of one in five or 20% said personal satisfaction was the most important result of their HACC degree. Even if the response "personal" reason for coming to HACC were factored in, this would increase the total to one in ten, only half of the graduation figure. Apparently a transformation, at least in respect to how one views the value of their education, occurs from the time one is enrolled for classes to the period two years after the degree is awarded. Certainly, the two year timeframe affords one the opportunity to assess the effects of holding a degree and what, if any, career/employment benefits derived from its possession. Also, it is logical to perhaps assume that only with the passage of time did it become apparent that obtaining an education has implications above and beyond solely economic and career advancement.

Cost (checked by 75.5%) and location (also 75.5%) were the two most frequently cited reasons why people decided to come to the LC (Q#B–3). This was followed by convenient schedule (37.3%) and open admissions policy (35.8%). Surprisingly "program availability" came in only

as the fifth most cited reason. With it relatively low cost and classroom sites throughout the county, these factors certainly have played a critical role in serving the need of county residents. Perhaps the program mix initially is not as important as offering a variety of courses. While many in Lancaster County have utilized the educational opportunities available to them, it is quite clear that the major points of attraction are affordability and proximity. Recruiting and marketing efforts by the LC should take into consideration these very factors rated by students as having played a vital role in their decision to come to HACC.

Over two out of three respondents (N=413 or 67.6%) reported that the LC was their first school of choice (Q#B–4a). Of those who had another first choice school, the most frequently mentioned institutions were also likely to be located either in Lancaster County or nearby. The most popular were Millersville (N=60), Penn State (N=15), Shippensburg (N=11), York College (N=6), and Slippery Rock (N=6). Not surprisingly, other local private schools such as Lebanon Valley and Franklin and Marshall, with their higher cost, were not as popular among those concerned about cost. Again, since HACC's relatively low tuition draws many who may not otherwise enroll at any post secondary institution, it is clear that continued effort to keep cost down can only have a positive impact on enrollment.

The educational goal of this sample clearly suggests a predilection toward the transfer function of HACC (Q#B–5). Nearly one–third (N=196 or 32.0%) said they wanted to complete a degree for transfer while a like number (N=190 or 31.1%) said they planned to transfer without earning an AA. Thus, over six out of ten had transferring to a senior college as their primary education goal. Curiously, this six to four transfer to career program ratio is the reverse of the actual campus–wide academic major distribution. For the Spring, 1993 semester, only four in ten (490/1171 or 41.8%) had declared one of HACC's transfer programs as their academic major. This certainly implies that many students in career programs, while at LC to gain a specific skill, are also interested in their long–term educational goal beyond the AA degree level.

While much attention has been paid to the student who comes to HACC (and other community colleges) for only a course or two, their actual numbers in this sample were relatively small (N=31 or 5.1%). Since there was a much larger proportion of respondents who did not plan to earn an AA degree prior to transferring, it is not unreasonable to also consider this group as only "temporary" LC students. The inclusion of this entire non–completion group provides a more realistic picture of the numbers who leave HACC without a formal award and it is

important to not always classify or view early leavers in a negative light.

Over one in five (N=127 or 20.8%) said that they changed their educational goals since starting at the LC. This is a common occurrence as many students will not only change major once but numerous times (Q#B–6). In the bivariate analysis, an investigation regarding the type of students (e.g. traditional college age males) who are more likely to change their program will be completed.

Over half of the sample (N=315 or 51.6%) were registered on a FT basis (12 or more credits). The FT percentage was higher than the campus–wide figure but this could be attributed to the courses selected for the survey. A higher priority was placed on getting a representative sample from each of the academic divisions and there was not as great a concern about obtaining proportional distribution for day/evening sections. Therefore, evening courses were underrepresented and since they held the bulk of those attending PT, these students were undercounted. In the Spring, 1993 semester, over one–third, and not one–half, held FT status on the LC (Q#B–7).

Nearly three out of four respondents either strongly agreed (N=155 or 25.4%) or agreed (N=295 or 48.3%) with the assertion that the cost of attending the LC was "reasonable". The majority of those remaining gave a "neutral" response (N=112 or 18.3%) while less than one in ten felt the cost was too high (N=44 or 7.2%). Again, the LC students have said that college cost made a significant difference in affecting whether they pursued a college education and at what institution. Tuition cost is a major consideration for many people attracted to HACC.

B. Bivariate and Multivariate Analysis – Educational Background and Goals

The bivariate analysis will focus primarily on matching selective demographics to questions in the "educational goals" portion of the survey. The demographics include sex, race, age, employment status, and academic major (by division). When appropriate, questions in this section have been paired with each other. For example, current educational goal (Q#B–5) was matched to "HACC was first choice school" (Q#B–4) to determine whether those planning to transfer had a different perspective of the LC compared to career students. Results from the bivariate will provide a basis for the multivariate analysis.

Students did not differ by sex, employment status, or academic major when reviewing the level of educational attainment. However, age, race, and enrollment status did result in differences among the students. The age variable had a rather unique distribution pattern as only those in the 20 to 25 years old range were overrepresented in the "1–2 years of college" category. Conversely, respondents less than 20 and those over 25 years old were overrepresented in the high school diploma category. It is quite understandable why younger students (under 20) would only have a high school diploma since most would have recently graduated. It is also quite apparent that many non–traditional adults (over 25) utilized the educational opportunity not heretofore available to them. This is a critical finding since it supports HACC's contention that service to the Lancaster community is not directly primarily for those who recently completed their secondary education. Rather, for many adults, the LC filled a need whereby obtaining a college education was more than just a dream (Signif. = .000; CC = .36).

Minority students were less likely to have earned college credit prior to their LC enrollment. Recall in an earlier discussion that minorities were also overrepresented by adults, thus this finding conforms to the one just previously reviewed which showed adults more apt to matriculate with only a high school diploma (Signif. = .000; CC = .30). The final statistical run did show that students enrolled FT during the Spring, 1993 semester were more likely to have completed one to two years of college, a characteristic associated with a younger student group (20–25 years old). Also, though not overrepresented, the largest group in the FT category were those who held a high school diploma, likely the result of those respondents who recently completed secondary school (Signif. = .000; CC = .30).

Different people came to the LC for different reasons. Traditional college age students were at the LC mainly to begin their career. Conversely, as one would expect, older adults (over 25 years old) were seeking to advance or change their career (Signif. = .000; CC = .46). In addition, since a close relationship was found between age and work status, adults were more likely to work FT, where those enrolled on a PT basis likewise were more apt to be concerned about career advancement or change. The resulting analysis found this to be the case (Signif. = .000; CC = .41). Adult students indeed were more concerned about career advancement or change while taking classes on a PT basis. Thus, one can see the interrelationships of these factors and how they influenced each other.

When academic major was paired with "reason for attending" variable, surprisingly majors in the Business, SNAHPE, and MET Divisions were overrepresented in the "career advancement" rather than "new career or change career" categories (Signif. = .000; CC = .39). Since these divisions house a disproportionate share of career programs and since older students were generally interested in advancing their present career, one would assume that these non-traditional adults (over 25 years) would likewise select programs from these academic divisions. This was the case when age and academic major were analyzed together (Signif. = .000; CC = .29). Evidently, many adults took the meaning of "career advancement" as being analogous to "career change" since many programs in Business, SNAHPE, and MET generally require completion prior to entry into field (e.g. nursing, accounting and architectural).

Neither sex, age, race, enrollment nor work status variables affected the cost factor. The generally low cost of attending the LC certainly went beyond merely a selective group of students to encompass nearly the entire sample. Location played a relatively small role with the work status variable as those in the "unemployed" category were slightly more concerned about the proximity but since the large majority of all groups likewise felt this way the actual differences were not great (Signif. = .04; CC = .13). No other reason for selecting the LC was significant when matched to the demographics.

*One of the most interesting questions in this investigation is the differences found between students who said LC was their first choice school versus those who said it was not. A composite profile selecting LC as their first school would be a female, over 23 years old, working FT while enrolled on a PT basis, and majoring in either a program in the Business or SNAHPE Divisions. Clearly, traditional college age students are **not** as likely to view the LC as their top school while the reverse is true for non-traditional adults. Table 1 presents the crosstabulation between age and the first choice variable.*

Table 1
Chi Square – Age by Lancaster Campus First Choice School

	Less Than 20 Years	20–22 Years	23–25 Years	26–29 Years	30–39 Years	Greater Equal 40 Yrs	Total
Yes	88 20.3%(r) 50.3%(c)	100 24.2%(r) 61.7%(c)	48 11.6%(r) 71.6%(c)	49 11.9%(r) 89.1%(c)	91 22.0%(r) 85.8%(c)	37 9.0%(r) 90.2%(c)	413 68.2%
No	87 45.1%(r) 49.7%(c)	62 32.1%(r) 38.3%(c)	19 9.8%(r) 28.4%(c)	6 3.1%(r) 10.9%(c)	15 7.8%(r) 14.2%(c)	4 2.1%(r) 9.8%(c)	193 31.8%
	175 **28.9%**	**162** **26.7%**	**67** **11.1%**	**55** **9.1%**	**106** **17.5%**	**41** **6.8%**	**606** **100%**

Chi Square=64.81 DF=5 Signif.=.000 Contingency Coefficient=.31
r=row percentage c=column percentage

Already the interrelationships between age and a number of demographics has been reviewed. For example, it was shown that age affected the work status, course load, selection of a major, and even gender variables. Each of the above factors in turn influenced the "LC First Choice" question. The next logical step would be to determine the impact of the group of variables when considered together. Therefore, an ANOVA was concluded which identified "LC First Choice School" as the dependent variable (DV) and employed sex, age, academic major, work and student (course load) status as the independent variables (IV).

Two conclusions can be reached with the statistical result. First, the interdependence and interrelationships of the IVs with each other was clear. Both employment status, tied especially close to age, and the gender variables (also strongly correlated to age) ceased to play a significant role in the ANOVA. Age remained the best predictor of school choice followed by student status (FT or PT) and then academic major. From this analysis, one could say that the LC was very successful in attracting adult, PT students who had a specific career and educational goal primarily met by programs in either the Business or SNAHPE Divisions.

It should be emphasized that this profile focused only on the LC as the first choice school. Intuitively one can readily assume that many traditional college age students may ***consider*** *other schools as their first choice but for a variety of reasons (e.g. financial, grades, and personal) the LC is their only realistic choice to begin college. That adults are more apt to select the LC as their first choice may likely be conditioned by many of the same factors that*

affect their younger peers in selecting another school (again financial, grades, and perhaps proximity and family).

The second important point resulting from this analysis centered on the amount of "explained variance" produced by the IVs. This can be found in the Multiple R Squared statistic resulting from the multiple classification analysis (MCA). The computation resulted in a value of .148 which translates to mean that only 14.8% of the variance was explained by the five IVs. Thus, other factors not included in the analysis had a profound impact on one's selection of a college. These would certainly include but not be limited to one's financial resources, prior high school academic record and influence of family and friends. While age, student enrollment status, and academic major provide some indication related to those most likely to be ***initially*** *drawn to the LC, it is only a partial picture. Results of the ANOVA can be found in Table 2.*

Table 2
ANOVA – Lancaster Campus First Choice School by Sex, Age, Academic Major, Enrollment and Employment Status

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F.
Main Effects	18.491	19	.973	4.96	.000
Age	3.362	5	.672	3.43	.005
Sex	.447	1	.447	2.28	.131
Employment Status	.623	4	.156	.79	.529
Enrollment Status	2.702	4	.676	3.44	.009
Major (by Division)	2.626	5	.525	2.68	.021
Explained	18.491	19	.973	4.96	.000
Residual	106.397	543	.196		
Total	**124.88**	**562**	**.222**		
MCA Multiple R Squared = .148					

Having looked at five selected demographics IVs in the original multivariate run, a second ANOVA was completed which added the "cost" and "location" factors (Q#B–3) to age, academic major, and student status. Recall that cost and location were the two most frequently cited reasons why students elected to matriculate to the LC.

The findings showed that age again was the most important predictor. Neither cost nor location were significant when student status, major, and age were considered. This is somewhat surprising but it also stressed the high degree of interrelations between these IVs. An example of this can be found in location and age. Adult students, many with job and family commitments, are very likely to be concerned about the location of the college. Conversely, traditional college–age students (as well as their families) are more apt to be concerned about cost. Little wonder these interplays resulted in the lessening of "cost and location" as major predictors. Of course, the composition of the "cost and location" question was not as conducive to explaining the variance since their primary role was to ascertain whether they were important in selecting the LC and not whether the LC was or was not their first choice school. Be that as it may, the Multiple R Square statistics from the MCA came to .140 or 14.0%, ***less*** *than the original five IVs.*

The educational goal factor (Q#B–5) provided an array of differences by the various student groups. Females were generally more interested in the career (AA) programs or transferring ***without*** *a degree. Conversely, males were more likely to earn an AA for transfer or complete a short–term major on the diploma level (Signif. = .009; CC = .17). This relationship did not appear too strong as the contingency coefficient figure was relatively low.*

While no differences were discerned between the various ethnic/racial groups, employment status, student status, age, and LC as first choice school variables were all significant. Students enrolled FT had a greater propensity to set transferring to a senior college, with or without the AA degree, as their primary LC goal (Signif. = .000; CC = .42). Generally, the same pattern held true for those employed on a PT basis (Signif. = .023; CC = .26) and for graduates less than 25 years old (Signif. = .000; CC = .36). It is fairly obvious that there are correlations and interrelationships between age, employment, and student status as was the case in previous analysis. Little surprise that adults (over 25 years old) are more likely to hold a FT position and enrolled on a PT basis, placed far greater emphasis on career training, short–term programs, and enrichment courses than in the transfer function. To a lesser extent this also proved true for SNAHPE and MET majors though the picture is rather muddled for programs in the Business Division which houses not only the largest number of career programs but also the largest transfer curriculum (Signif. = .007; CC = .32).

Given the above, and also since a greater portion of adults said the LC was their first choice school, it is not difficult to deduce that those who initially selected HACC were primarily focused on the career and not the transfer functions. This of course proved true in the bivariate run (Signif. = .000; CC = .24) as those who said that the LC was their first choice reflected the traits commonly associated with non–traditional adults in this sample.

An ANOVA was run employing educational goal as the dependent variable and sex, age, employment and student status, academic major, and LC as first choice school as IVs. Age ceased to play the most significant role in accounting for educational goal as student enrollment status (FT or PT) moved to the fore. Regardless, the amount of explained variance (Multiple R Squared = .08) was very small and again it is important to stress that not only are other factors critical in comprehending this DV but the IVs employed were not created primarily to understand why students establish certain educational goals but rather as an avenue to gain a better understanding of those characteristics which made up the LC population.

For the most part, students did not make wholesale changes in their educational goals. Traditional college age students, less than 23 years old, were more apt to change their major (Signif. = .04; CC = .13) but no other factor showed any major differences.

Student enrollment status was certainly affected by the age, sex, employment status, and to a lesser degree academic major. Traditional college age students (under 23 years old) were overrepresented in the FT category (Signif. = .000; CC = .51) while the same was true for those working on a PT basis (Signif. = .000; CC = .43), and females (Signif. = .007; CC = .17). Additionally, Business and SNAHPE majors were found in proportionally greater numbers in the PT student category (Signif. = .000; CC = .29).

Using age, employment status, academic major, and sex as IVs, the ANOVA results reaffirmed the strong interrelationships of these factors and their impact on the dependent student status variable. Both age and employment status were strong predictors while academic major also played a role. Gender no longer was significant as its relationship to age (females more likely to be older adults) and employment (females more likely to be employed FT) mitigated its initial bivariate strength. Unlike the first two multivariate analyses, age and employment did play a large role in explaining the amount of variance as the MCA multiple R Squared = .415 or 41.5%.

By and large, the selective student groups felt that the cost of attending the LC was reasonable. No group stood out as differing greatly though African Americans and Hispanics generally were more apt to select "agree" rather than "strongly agree" to the reasonable cost question.

In the educational section, major differences were undercovered, primarily centering on the sex, age, and employment status factor. Traditional college age students (proportionally overrepresented by males) certainly have background and educational goals apart from their adult peers who are employed FT (generally females). College programs and services must account for these difference to effectively address this population's requirements.

IV. Program and Instruction

A. Descriptive Results

The largest group of majors, by division, came from (SSPSBE). This was followed by majors in Business and then those from C&A (Q#C–1). Due to physical limitation and the high cost of supporting equipment and supplies, only a few students were found in the MET Division (N=22 or 3.6%). For advance course work, many will likely need to travel to the Wildwood Campus. Likewise, even though the SNAHPE Division enrolled a fairly large group of students (N=115 or 18.8%), most are either in the pre–allied health or pre–nursing program and the LC can only offer the general education and prerequisite science courses at this time. Again, for most SNAHPE majors advance course work and further training will likely take place at another site.

One in four respondents (N=156 or 25.5%) would like classes to meet once each week for two and one–half hours while an equal number opted for the twice a week or three times per week option (Q#C–2). Concomitant to the last question, mornings (8:00 a.m.–noon) and evenings (5:00 p.m.–10:00 p.m.) were the most popular time preferences (Q#C–3) while very few would have elected to take a weekend course if given the choice. A further review of these two questions, matched to selective demographics (e.g. age and employment status), will likely show a definite split between traditional college age and non–traditional adult students in class meeting and time preference. Following past trends, mornings and evening classes remain the most popular while afternoon (after 1:00 p.m.) and weekend courses generally are the last sections to fill.

Over eight out of ten (N=511 or 83.7%) were either "very satisfied" or "somewhat satisfied" with the number, time, and availability of courses offered Spring, 1993 (Q#C–4). Conversely, nearly one in six (N=100 or 16.4%) were disappointed with the LC offerings. Identification of those unhappy with the course schedule will be made later in the report.

The next four questions centered on the classroom teacher and quality of instruction. Nearly all respondents were informed of their instructors' office hours in a timely fashion (Q#C–5) and a similar number felt that their teachers had an interest in their academic success (Q#C–6). A majority (N=347 or 56.7%) rated the quality of instruction "good" while an additional one–third (N=187 or 30.6%) said it was "excellent". This very positive rating, especially with a fairly high percentage of part–time (adjunct) teachers cannot but reflect well on the overall quality and commitment of the faculty.

Nearly nine out of ten either "strongly agreed" (N=184 or 30.1%) or "agreed" (N=354 or 57.9%) with the statement that their courses were challenging and meeting expectations and goals (Q#C–8a). While one in ten (N=20 or 11.5%) were not fully satisfied, only a small portion cited "poor instruction" (N=12) or "weak or inappropriate course content" (N=7).

The next set of questions assessed academic support services (Q#9A–E), a critical area but one which generally does not have the priority found with the establishment of faculty and academic curriculum. Thus, it is not unusual that these services, while in the initial planning and implementation stages, undergo a transitional "growing" period whereby these functions evolve and improve to better address the actual needs of the student body. Academic support, by its very definition, follows rather than moves ahead of instructional activities.

Most respondents (N=492 or 80.5%) were pleased with the quality and amount of assistance faculty offered outside of the classroom (Q#9–A). Even though the response rate was very high, it is not implausible to assume that many did not utilize the help afforded them. A similar percentage (N=509 or 83.3%) gave a positive evaluation regarding course materials (text, syllabus, etc.) employed in the classroom.

The next two functions, critical to the long–term success of each student and the LC were given the lowest evaluation. Less than half (N=263 or 43.1%) said the library resources were "excellent" or "good". One in seven (N=90 or 14.7%) felt the current library situation was "poor"

(Q#C–9c). Of course, much of the present shortcoming found in the library is the direct result of physical limitations – Lancaster does not have a permanent campus site similar to the one found at the Lebanon Campus. This of course is a major barrier and a goal of long–term planning. Also, establishment of a full service, fully supplied library requires both financial and time commitments. As the LC grows and evolves, it is vital that a focus on instructional resource development ***must*** *accompany the expansion of courses and program.*

Before moving on to counseling services, another salient point must be discussed. The perception, thus the rating, of students in regards to the library is likely conditioned by their past experiences. This would not only include the type of services utilized but also how, in their mind, a library should physically appear. Therefore, while it is very possible that all of the required course materials (texts, references, periodicals, etc.) are available to each student on a timely basis, while the current facility provides a quiet setting conducive to study and other academic related activities, and while budget plans are in place for continued expansion and upgrading of staff, materials, and facilities to meet enrollment growth, until that time arrives when a student can come in and immediately obtain the information/materials they want and when the library "looks like a library", then it is likely that comments will generally be critical and negative. Certainly, having to wait three to five days for materials from the McCormick Library in Harrisburg cannot but have a delusory effect on students and lower their evaluation of the library. This is one service function where improvement can be readily made without large investments of time or money.

There is little doubt that library service will improve over time if for no other reason than the planned expansion of the collection to better address the demands of the curriculum and the growth of the LC. However, a graver concern centers on the counseling services currently provided. Over half of the sample rated counseling "excellent" (N=82 or 13.4%) or "good" (N=270 or 44.2%) but nearly a quarter (N=144 or 23.6%) said it was "fair" and 33 students (5.4%) gave this service a "poor" evaluation (Q#C–9d). The highly personal, intensive interaction between counselor and student often results in a generally lower assessment (see any of the graduate follow–up studies) but the very proportion of those who were less than pleased compels further investigation.

It is likely that a portion of the negative counselor rating could be attributed to "growing pains", especially during those times when staff are stretched to the limit during the high student traffic

periods (one to two weeks prior to fall and spring classes). Hiring, acclimating, and training any counselor requires time and so it is not difficult to expect that professionalism will grow with experience. Also, as the staff expands to meet demand, the timeliness of the service will improve.

However, one would indeed be naive to assume that the problems and concerns from the respondents were solely due to high student traffic and the lack of professional experience. Rather, it behooves the LC to closely examine the individual performance of their current staff and to carefully evaluate each aspect of their counseling activities. Timeliness is not the only major criterion upon which counseling is judged. Rather, accuracy of the information imparted, possessing a wide range of knowledge on issues important to students, empathy, comprehension of the issues at hand, common sense, and ability to listen are only a few of the other traits which serve as a prerequisite to successfully interacting with students. Good, effective counseling, like good, effective teaching requires much work, on–going professional development, constant commitment to students, vigilance in identifying and adjusting to the ever changing environmental and clientele demands and periodic assessment to add, delete and/or modify activities and practices. Due to its critical role in recruitment and retention, every effort should be made to insure that the counseling services provided by the LC do not short change any student.

Over six out of ten (N=380 or 67.2%) students felt that faculty evaluations were worthwhile but a fairly large number either did not feel this way or were unsure. Certainly the present system, engendering comments such as "Teacher chooses questions to be asked that will make them look good", "It should be written by the students", and "You need to take evaluation before you decide to ask a teacher back", is not taken seriously and/or is little understood by many students. Faculty evaluation has developed into a prominent issue in recent years for HACC students and administrators as questions arose not only concerning their value but also to the fairness issue whereby it appeared (to students at least) that results are employed by some faculty members and basically ignored by others. Currently, this is an issue before the Office of Planning, Assessment, and Faculty Development.

B. Bivariate and Multivariate Analysis – Program and Instruction

Continuing a practice followed in the "educational goal" section, sex, age, academic major, student and employment status were matched to questions in this portion of the survey (Program and Instruction). Females (Signif. = .005; CC = .16), adults (over 25 years; Signif. = .000; CC = .43), those employed FT (Signif. = .000; CC = .35) and enrolled on a PT basis (Signif. = .000; CC = .44), and Business and SNAHPE program majors (Signif. = .002; CC = .24) were more likely to select a once a week meeting schedule. Likewise, evening and weekend students were characterized as females (Signif. = .004; CC = .15), adults over 22 years (Signif. = .000; CC = .40), FT employees registered (Signif. = .000; CC = .39) as PT students (Signif. = .000; CC = .54) and Business and SNAHPE majors (Signif. = .010; CC = .22). Without question, previous interrelationships manifested in earlier discussions continued to affect group distribution and differences for this set of questions. This not only re–emphasized that traditional college age students versus non–traditional adults were different but perhaps more importantly, the differences permeated more than just a single section of the data set.

An ANOVA was run for the "class frequency" and "class time" DVs to the sex, age, academic major, employment and student status IVs. Not surprisingly age and enrollment status were the most important IVs in explaining the "class frequency" variable. Adult students enrolled PT were registered for the once per week courses in far greater number than their proportion of the sample would warrant. Both employment status and gender remained good predictors but less so than in the bivariate analysis while academic major ceased to play a significant role altogether.

Another telling aspect of this multivariate analysis is the amount of explained variance produced by these IVs. In the MCA, the Multiple R Squared was .387 or a fairly strong 38.7% of the variance was explained.

*Results from the "class time" DV differed slightly. Enrollment status continued to be the best predictor but instead of age, employment status replaced it as the next important IV. Due to its past history, it was startling to find that the age factor **ceased** to significantly affect the outcome of the dependent "class time" variable. Academic major also had no important impact while the sex factor continued to contribute to the explanation of group differences. It appears that the interaction of both the student enrollment **and** employment status ameliorated the effect of the age variable. Simply put, the employment and student enrollment status were so closely*

*tied to age that taken together, age was not required to explain the differences in this particular ANOVA. It is not difficult to discern that students who wanted a FT course load would have had a very difficult time arranging one in the evenings only. Thus, one could conclude that students enrolled on a PT basis **and** employed FT were very likely to be from one of the non-traditional adult categories and attending classes in the evening or weekend. Also, the amount of explained variance indicated that these IVs were valuable predictors as the Multiple R Square was .376 or 37.6%. Table 3 lists the ANOVA results for the dependent "class time" to independent sex, age, major, student enrollment and employment status IVS.*

Table 3
ANOVA – Class Time by Sex, Age, Academic Major, Enrollment and Employment Status

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Main Effects	186.006	19	9.790	17.29	.000
Sex	3.606	1	3.606	6.37	.012
Age	4.468	5	.894	1.57	.164
Academic Major (by Division)	3.758	5	.752	1.32	.251
Enrollment Status	65.918	4	16.480	29.11	.000
Employment Status	8.091	4	2.023	3.57	.007
Explained	186.006	19	9.790	17.29	.000
Residual	309.049	546	.566		
Total	**495.055**	**565**	**.876**		
MCA Multiple R Squared = .376					

Females tended to be either "very satisfied" or "very disappointed" with the availability, time, and number of classes scheduled for the Spring, 1993 semester while males generally fell in the middle of these two extremes (Signif. = .000; CC = .18). Likewise older adults (over 25 years old) were likely to be at the extreme though the relationship was as strong as the gender factor (Signif. = .04; CC = .20). Students employed FT also were more likely to feel very satisfied with the course offerings (Signif. = .000; CC = .25) though the strength of the relationships between the "course availability" factor and the three demographics matched to it were not as strong as those found with previous questions.

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Perhaps the most clear–cut demarcation resulted from the student enrollment status variables. Part–Time students were more apt to be found at the extreme – either very pleased or very dissatisfied with the LC course selection. However, students attending FT tended to be grouped in the middle two rating categories. Given that many PT students were employed FT and thus restricted in terms of class times available to them (primarily in the evening/weekend), it stands to reason that they would have been either be very happy with the course schedule if it matched their needs or very dissatisfied because they would have had to settle for a second, third, or even lower choice course to be registered for the semester. Conversely, FT enrollment status denotes far greater scheduling flexibility since these students spend the bulk of their time either in class or with school related activities. The scheduling of courses, while generally thought of as a benign activity, can have a profound impact on many students in terms of what courses they will be able to enroll for and whether they can complete a program in a timely fashion. This, of course, is especially true for those attending on a PT basis.

The next set of questions (Q#C5–C8) centered on the instructor and instructional activities. Since an overwhelming majority of LC students were very positive with their classroom experience, it is not an area where any major problem/concern was identified. When the selected demographics were paired with these questions only a few differences were noted. Students attending PT (Signif. = .04; CC = .19) and non–traditional adults (Signif. = .04; CC = .20) were more prone to select the "excellent" response when queried about the quality of instruction (Q#C–7). Also, minorities were not as likely to give the top rating (strongly agreed) when asked about course expectations (Q#C–8a) but were generally satisfied with their courses as each group was overrepresented in the "agree" ranking (Signif. = .008; CC = .25). None of the three distributions which resulted in a significant statistical differences uncovered any high degree of dissatisfaction. Rather, findings differed between the degree of satisfaction among the two highest ranking choices.

Academic support activities and services are critical to program quality and student success. Both areas of faculty assistance outside of class (Q#C–9a) and course resources were rated very high by all students in the sample. The only variation found among the demographic groups was the tendency of PT students to rate faculty assistance as "excellent" compared to the higher portion of "good" rating from FT students (Signif. = .04; CC = .19). No other important distinction was found in the crosstabulations.

Non–traditional adults over 25 years old (Signif. = .000; CC = .29), students employed FT (Signif. = .03; CC = .20) and attending the LC on a PT basis (Signif. = .000; CC = .30) generally rated the library much higher than their younger, traditional college age peers. It is easy to see the interactions between age and both the employment and student enrollment status variables. Recall that age played a major role in determining both employment and student enrollment status as adults were more apt to work FT while generally registering PT in the evening or weekends.

Of the three crosstabs, what factor proved to be the most important in assessing the library? The ANOVA result indicated that student enrollment status remained the only statistically critical factor as both age and employment ceased to be significant. Of course, one must exercise great care when assuming all FT students view the library resources more critically. Nor can it be construed that enrollment status (plus age and employment) was ***the*** *most important factor since the MCA multiple R Squared showed that only 11.7% of the variance was explained by these three IVs. Certainly, FT students, having more classes and thus placing a greater demand on library support services, are more likely to assign a lower rating. Expectations, past library experiences, and even appearance all can affect how one views the library. It is also vital to* ***re–emphasize*** *that in any new instructional resource facility, the demands/expectations of students normally exceed the library's capacity to immediately respond. Likewise, expansion and experience over time normally address these concerns. For the LC, the initial problem concerning the physical limitations of the library is compounded by the lack of a permanent campus site.*

There is little doubt that effective and timely counseling is a vital service, often cited as a positive actor in reducing attrition and enhancing a students' educational experience. Since counseling services was initially reviewed in a critical light, this section will examine whether this is a general trait exhibited by all students across the LC or whether differences can be attributed to specific student groups. The bivariate result disclosed that the age factor as the only selective demographics where a major difference (Signif. = .04; CC = .22) occurred but the variance was not easily discerned. Generally, older students, 26 years and older, were not as critical but those in the 20–22 years range were overrepresented in the "excellent" rating. Perhaps the more cogent issue centers on determining weaknesses in the present delivery system and whether any plans and activities are in place to correct these weaknesses. Without question, further evaluation is a necessity and an on–going professional development program

should be encouraged and supported.

An important point must not be lost in the counseling discussion. Again, the highly personal, often intense one to one encounter between a counselor and student automatically denotes a dependence and/or level of expectation more vulnerable to criticism. Furthermore, this activity is far more complex to evaluate since students historically present a myriad of issues and concerns which a counselor is expected to address. In any valid and reliable assessment, these points must be taken into account. More detailed information regarding counseling will be presented in the "Student Services" section of this report.

Curiously, FT students were far more likely to give an opinion regarding the faculty evaluation policy and procedures. They were overrepresented in both the "yes" and "no" response when asked about its fairness of the present system whereas adults were more apt to say "don't know" (Signif. =.007; CC = .18). Since school is the primary focus of most FT students, little wonder many more would form definite opinions regarding their instructors and the way faculty evaluation is completed. On the other hand, PT students, having a greater propensity to holding a job, having a family, and/or many other commitments frequently appear to take a "matter of fact" attitude toward their courses whereby they are viewed as a "means to an end".

In keeping with the above results, students employed FT likewise are not as concerned about faculty evaluation. Without question, FT students view the faculty evaluation procedures as a far greater issue than their PT peers. While not perfect, it should not be lost that total negative answers were expressed by only one in ten students so for the most part respondents either felt that the present system was, at minimum, adequate or they were not overly concerned about this matter. Other issues were deemed more important.

Responses were generally divided between FT and PT students. Frequency of meeting class time dictated by enrollment status confronts the LC with a dual challenge. How to provide the right mix and schedule of courses to meet these very diverse needs requires a comprehensive understanding of students and enrollment trends. Not only was class scheduling a critical and vital issue to focus on but assessment of academic support resources and services such as the library and counseling were also areas requiring attention. Again, traditional, FT students were generally more critical of LC's academic instruction and services and it behooves the college to continually evaluate and enhance these activities.

V. Student Services

A. Descriptive Results

The LC processes hundreds of applications each year and for the vast majority of students little if any problems were encountered (Q#D–1a; N=533 or 87.2%). The most frequently cited difficulties were "received wrong information" and "lost materials". In the open ended "other" response, financial aid was often mentioned. Each of the problems can be readily corrected and every effort should be made to do so. The advent of a new campus is generally accompanied by adjustments, demands, and learning an enormous amount of information and in many cases job experience gained over time provides a natural solution to some of the aforementioned issues.

Nearly one in four (Q#D–2; N=235 or 38.5%) participated in the college orientation program. Though no enforcement mechanism is in place, the "mandated" activity for new students appears to have reached far more than what would be normally expected had this activity been completely "voluntary" in nature.

Over eight out of ten (Q#D–3a; N=506 or 82.8%) students met with a counselor for a variety of reasons. Earlier a review of the counseling function was completed in conjunction with instruction and academic program. Even though it is difficult to separate faculty advising/counseling activities from what occurs in the general counseling office (students frequently do not recognize the difference), faculty advising/counseling generally takes on a different tenor and emphasis compared to topics covered by a general counselor. For most students, their initial counseling session was integrated into the admissions process.

Over half (N=343 or 56.2%) were either "very satisfied" or "satisfied" with the counseling service they received. Another one–fifth (N=124 or 20.3%) did not utilize the service or had no response. Thus, nearly one in four (N=144 or 23.5%) said they were either "neutral" or "not satisfied" with their counseling. As previously stated, counseling is generally an activity given to a higher degree of criticism based on past studies (see any graduate follow–up reports). Even if this is true, it does not release the college from its obligation to continually strive to improve this service. A review of the "comment section" (see pg. 14, Appendix I) suggests that the counselors are indeed pressed for time and there were concerns about receiving the wrong information and echoing requirements and/or regulations found in the college catalog and/or student handbook. Again, without further clarification or elaboration, the LC must take steps

to correct both the perceived staffing shortage while simultaneously promoting the professional development of the counseling staff.

About one-third of the respondents (Q#D-4a; N=194 or 31.8%) were enrolling for the first time and an overwhelming majority of the sample (Q#D-4b; N=508 or 83.1%) said they were satisfied with the registration process. When queried about common registration problems (Q#D-4c), the most frequently cited were closed or cancelled courses (N=177) and non-completion of English and/or Math Placement Exam (N=72). Not surprisingly, closed or cancelled sections are the normal operating features commonly found in the registration process. Again, vigilance in creating a class schedule must be applied, not only to meet curricular requirements, but also to address the needs of LC students with varied backgrounds and diverse needs.

*The next set of questions asked students to assess a number of services offered by the LC (Q#5a-5f). After reviewing the data set, it appears that many who responded by marking "neutral", did **not** utilize the service question. Financial aid stands out as a prime example. The most frequently cited answer was "neutral" (N=250) and "missing; no response" (N=113). It is very likely that these students were not interested in financial aid. Likewise, this pattern was repeated for all of the other questions and this report will treat the "neutral" response as such.*

Nearly one in three students (#75/248 or 30.2%) were dissatisfied with the services provided by the Financial Aid Office. In large measure, this is due to the limited amount of time available to Lancaster students since no full-time counselor is available to them. As the campus grows, this problem will likely continue until a permanent financial aid position is funded and filled. Generally, the Veterans Affairs Office has experienced little problem and the students are well served. The smaller size of the veteran population compared to financial aid makes this possible.

A number of students expressed dissatisfaction with the bookstore services (102/443 or 23%), in many cases because of the high cost of texts (see Appendix I, pg. 19 under Store Services and Other). While little can be done with book costs, any effort that will expedite the process of stocking the proper texts in a timely fashion and making them easily available to students (both on and off-campus classes) would certainly be a positive move toward improving

services.

Even though a few students (N=53 or 15.3%) were dissatisfied with the services of the Business Office, this figure represents a fairly strong showing given the inherent difficulties billing and tracking payments presents not only at the LC but throughout the college. Of course, there is room for improvement but the data supports the notion that the LC has done a very credible job to insure the accuracy of changes and recording of payments. This is made more impressive given that all of the actual student financial accounts and statements are produced in conjunction with the Business Office at the Wildwood Campus.

A similar level of satisfaction existed when respondents were asked about the services provided by the Records Office. Unlike the Wildwood Campus, registration at the LC has not yet become a "total scramble" and neither the lines nor wait have been as long. Of course, the greater manageability of registration is directly attributed to the LC's small size but for the most part the current staff has done a very professional job in processing their students. This includes both registration and grade processing.

The LC may want to investigate the feasibility of processing their own evaluation of transfer credits. As with the other areas of the Records Office, primary responsibility lies with the Wildwood Campus. While the processing of registration and grades generally requires little in the way of student follow-up after the procedure is completed, frequently questions arise about how what, and why certain credits are transferable to HACC and where these credits can apply. All Lancaster students must currently contact the Wildwood Campus and serious consideration should be given to have this procedure completed locally. The establishment of the transfer credit evaluation should include the Dean of LC, Assistant Dean of Records, and appropriate professional and support staff.

*A large majority of students (N=487 or 79.7%) did **not** know what their activity fees supported (Q#D-6a). This could be a source of concern **If**, after collecting the fee, most students perceive this as a way for the LC to obtain additional monies for supporting unknown programs and activities without them gaining any tangible benefits. What no overt campaign regarding how these fees are used is recommended, information regarding how the monies are spent should be readily displayed in college publications and even in the billing statement (currently a statement can be found on pg. 40 of the 1993-94 Student Handbook). While most students*

have not contested this question, it behooves the college to consider bringing greater attention to this matter.

About one in eight (N=78 or 12.8%) students indicated that they would like to see additional programs and/or services. A review of the comment section (Appendix I, pg. 21) shows that sports or sports related activities were frequently cited plus child daycare, environmental programs, and tutoring/study skills. Having a permanent campus would provide a far greater opportunity to consider and address these requests. Until then, limitations in space (and in many cases staff) will likely result in restricting the degree to which the LC can respond to these suggestions.

B. Bivariate and Multivariate Analysis – Student Services

A selected number of bivariate relationships will be discussed with a primary focus on group differences and their implications toward the services provided. The sex, age, race, academic major, student enrollment and employment status variables will be employed as well as a few question to question pairings.

Non–traditional adult students (Signif. = .000; CC = .20), employed FT (Signif. = .000; CC = .18) and enrolled on a PT basis, especially those carrying less than seven credits (Signif. = .000; CC = .23) were vastly underrepresented among respondents who participated in the college orientation program. Certainly this would be plausible since PT students generally do not have school attendance as their only major activity or commitment, they are under greater time constraints, and many, quite frankly, are not interested in what they perhaps view as an activity more fitting for their younger, FT peers.

An ANOVA was completed matching the dependent orientation variable to the IVs age, employment, and student status. The finding showed that age and enrollment status (FT vs PT) remained important in determining the DV but employment ceased to play a major role. Evidently, the very close relationship between age and student enrollment status negated the effect of the employment variable to explain whether or not one participated in orientation.
A more compelling issue is understanding why adults generally do not participate. Since the amount of explained variance came to only 10.4% (Multiple R Squared equalled .104), this means there are many other reasons why adults do not feel this is an important activity. Indeed if, the LC continues to offer new student orientation, than the data suggests that changes need

to be made if this activity is to reach a significantly wider cross–section of students.

*Returning to the counseling/advising issue (Signif. = .000; CC = .37) PT, adult students (Signif. = .005; CC = .16), employed FT (Signif. = .000; CC = .20) were **less** likely to utilize this service. To a lesser degree, general studies and SNAHPE majors also were not as likely to meet with their counselor (Signif. = .000; CC = .193). This distribution appears to be quite common since one would expect PT students to forego counseling more frequently given the constraints on their time. Being older (over 22 years) and employed FT are characteristics generally associated with PT enrollment status.*

Perhaps more surprising than the type of students who met with a counselor was the lack of differences among this sample when asked about their level of satisfaction with the service. Since counseling was an area of concern, such a finding suggests that a variety of students, FT and PT, of all ages and different sex, employment status, and curriculum were not pleased and/or were not helped by their HACC counselor. Again, it is important to emphasize that a large majority of students said they had worthwhile meetings and were very satisfied by the services rendered. However, the newness of the staff and campus, plus the ever changing demands placed on all counselors and faculty requires additional effort to understand and address the needs of the LC population.

There is also a perception that students who have a positive initial contact with a school are more likely to be predisposed to viewing other activities as being beneficial. To test this assumption, the variable asking whether a student encountered any difficulties in the admissions process (Q#D–1a) was matched to satisfaction with registration (Q#D–4b) and counseling (Q#D–3b). The primary focus of these two analyses was to ascertain whether a student who had problems with admission was more likely to have a similar bad experience in the enrollment and counseling processes.

*The finding did show that students who experienced difficulties with admissions were likewise more apt to be dissatisfied with both registration (Signif. = .000; CC = .34) **and** counseling. While not conclusive, the analysis certainly reinforces the notion that one will never get a second chance to leave a good "first impression". Of course, problems with admissions does not automatically mean a student will view registration and/or counseling in a negative light. However, the data does indicate that a relationship exists and intuitively it is not difficult to*

understand how an initial negative experience can spill over to other activities. Table 4 lists the result of counseling satisfaction to admissions problems.

Table 4
Chi Square – Experienced Admissions Difficulties by Counseling Satisfaction

	Not Satisfied	Neutral	Satisfied	Very Satisfied	Total
Admission Problem	20 28.6%(r) 37.0%(c)	15 21.4%(r) 16.7%(c)	23 32.9%(r) 10.7%(c)	12 17.1%(r) 9.4%(c)	70 14.4%
No Admission Problem	34 8.2%(r) 63.0%(c)	75 18.0%(r) 83.3%(c)	192 46.0%(r) 89.3%(c)	116 27.8%(r) 90.6%(c)	417 85.6%
	54 **11.1%**	**90** **18.5%**	**215** **44.1%**	**128** **26.3%**	**487** **100.0%**

Chi Square=27.87 DF=3 Signif. = .000 Contingency Coefficient=.23
r = row percentage c = column percentage

Students matriculating to the LC the Spring, 1992 semester generally were enrolled PT (Signif. = .000; CC = .23), were 23 years or older (Signif. = .04; CC =.14) and employed FT (Signif. = .007; CC = .15). These traits of course coincided very well as PT students historically have been older adults, employed FT who frequently "stepped in and out" of higher education as their needs and circumstances dictated. Again, it reinforces the enrollment fluidity of many PT students, most who were fully employed adults. The primary ramification centers not on who is likely to "drop or step out" but rather the determination of whether students met their educational goal and also the appropriateness and timeliness of support services available to them. Certainly different types of students have different educational needs and this can be clearly seen by those who persist versus those who decide for one reason or another to leave.

A review of the student services provided indicated that differences were found primarily between traditional college age students compared to older adults (26 years or older). Adult students were generally more satisfied with services rendered by the Financial Aid Office (Signif. = .008; CC = .26), Bookstore (Signif. = .015; CC = .24), Business (Signif. = .02; CC = .24) and Records Offices (Signif. = .005; CC = .27). A few other group variations were computed, the most prominent resulting from matches with the Financial Aid Office. Besides age, those employed FT were likely not to have utilized the services (Signif. = .02; CC = .26) while FT students (Signif. = .000; CC = .31) and minorities (Signif. = .007; CC = .28) were

generally pleased with their experience.

The differences uncovered in assessing the various services are fairly easy to understand. One would expect PT students to view most of these offices less critically if for no other reason than the demands they place on these offices were not at the level required by most of their FT colleagues. Of course, many PT students do utilize a number of the services provided and a consistently high level of delivery should be the goal. But in most cases, because of time constraints, other commitments, financial conditions, etc., the data suggests again that what is expected and required to provide adequate support for FT traditional students differs from what should be provided to their PT adult peers.

Traditional age (Signif. = .01; CC = .18), FT (Signif. = .000; CC = .21) students were more likely to express a desire to add various programs and/or services. It is these very students who expressed an interest in sports activities, childcare, and other support functions. The apparent FT versus PT, traditional college age versus adult student dichotomy remained.

Students Services, providing students with both their first impression of college and a variety of on–going support activities is an important facet of the LC's educational milieu. The results suggest that one of the most significant services, counseling and academic advising, is an activity on which the LC should focus its initial attention. While most students have found their interaction with their counselors to be acceptable, far too many have indicated that improvements must be initiated. Also, many, for a variety of reasons, elect not to see a counselor at all. Clearly, the constant demands and heavy student traffic impeded immediate relief without the expansion of staff but what occurs in the counseling sessions and the behavior and attitude of the counselors themselves is of primary importance. Such findings may not be unique to a new institution but the responsibility to improve remains.
Another significant trend throughout the analysis of Students Services centers on the great difference between FT and PT students. Without question, not only do they differ demographically but their expectations and demands for services also do not coincide. Having confirmed knowledge of this, it behooves the LC to plan and deliver services not only in the traditional manner, but systems of delivery must reflect the diverse population the campus is attempting serve.

VI. Campus Facilities

A. Descriptive Results

Prior to reviewing the responses to the evaluation of campus facilities, several pertinent points must be stressed. First and foremost, the establishment of the LC was accomplished by identifying and renovating a "temporary" site. Unlike HACC's other branch campus (Lebanon), a permanent campus site has not been found nor has the college been successful, as yet, in securing the necessary financial resources or physical property from an external donor or organization. This remains a major long-term goal of the Lancaster Campus and efforts toward achieving this goal are continuing.

Given the above and with the rapid growth of the LC during the first three years, the size of the rented facility has likewise expanded. However, even with the expansion, certain limitations still exist due primarily to the nature of the rented building. While it was relatively easy to add more classrooms and even enlarge the library, such things as a gym and other sports facilities, a cafeteria, laboratories, adequate office space, etc. generally require more time and money. This is especially true in a rented facility where long-term commitments of time and the expenditure of resources for renovations may not be warranted. Establishment of a permanent site would likely provide many benefits in terms of addressing the physical plant needs of the LC not currently available.

With these points in mind, and the realization and acceptance of the physical limitations associated with the LC, most students were not overly critical of what they found. A majority (N=359 or 58.7%) said that the parking lot was satisfactory (Q#E-1a) and nearly two-thirds of the sample (N=399 or 65.3%) felt safety measures met their needs (Q#E-1b). While these are generally fairly good figures, it should be mentioned that nearly one in ten (N-59 or 9.6%) said security and safety should be upgraded and an additional one in five (N=130 or 21.3%) were "neutral" on this question. Without question, students physical security must be a paramount issue addressed by the LC.

*Over half of the students (N=359 or 58.7%) found that the classrooms and labs (Q#E-1c) met their needs but far fewer (N=268 or 43.8%) felt that way about the library. The recent expansion of the library may answer many of the shortcomings stated by the students but the genesis, and more importantly, the continual development of a strong supporting library requires **both** time and resources. Currently, the primary goal of the library is to provide the*

necessary classroom support by expanding its collection to meet this need. A strong library (Instructional Resources) is indispensable to the entire academic curriculum. Resources have been and must continue to be earmarked to support this vital area (see comments, Appendix H, Q#E2, pgs. 26–37).

When questioned about a place to meet, snack, and socialize (Q#E–1e), most students (N=348 or 56.9%) were satisfied with the present situation while a large number either did not use this area or were not too critical one way or another (N=187 or 30.6%). Slightly more than half (N=330 or 54%) felt there was adequate space to meet with their counselor (Q#E–1f) while far fewer (N=187 or 30.6%) said sufficient space was afforded them to meet with their instructors (Q#E–1h). Serious consideration should be given to expanding, where possible, office space for student/faculty/counselor interaction. Since such meetings are frequently important to students and their ultimate success, this aspect of space allotment must be viewed as a priority. The impetus should be to improve on the less than a third approval and to encourage a higher degree to interaction between the students and their counselors and/or instructors. A "student centered" learning environment not only viewed student/faculty/counselor interaction desirable but rather it is an essential component of student success.

Since an on–campus gym is not available, the students enrolled in a physical education course meet at the YWCA and other local sports facilities (Q#E–1g). Obviously, unless a student has a physical education course, he or she would not likely be too concerned about this issue. It is interesting to note that of those who gave a definitive answer, more had a negative opinion (dissatisfied or very dissatisfied; N=93) than a positive one (satisfied or very satisfied; N=59). It is not likely that the present method of offering physical education courses will change until a permanent campus site is found.

A review of the "other" comments (Appendix I; pg. 25) lists a number of concerns from desks and tables, to a smoking area, to the noise level in the classroom. There appears to be no single issue that stands out and several of the comments would require a major change in the type and amount of space not currently available.

For the most part, students have indicated that the current facility, while not ideal, is generally acceptable. Certainly a number of shortcomings exist and where feasible, the LC must move to correct these problems. However, it is likely that long–term physical plant solutions to a

number of problems, concerns, and opportunities must be postponed until a permanent site is found.

B. Bivariate – Campus Facilities

Prior to discussing the crosstabulations of facilities by selected demographics, several points should be mentioned when interpreting these results. First, it is important to keep in mind that different students have different facility needs much like the differences of services found in the previous section. It is not difficult to discern that students who have no plans to register for a physical education course would be generally unconcerned about the availability of a gym for example. Likewise, students who make little demands on the library would view the present physical resource quite differently compared to someone who makes extensive use of the collection. Thus, while group differences will be shown, they should likely be viewed as an assessment of how well the LC is meeting student needs at the moment and not merely on the overall quality of the physical plant.

The seco2nd issue centers on the value of determining group differences for this exercise. Though it is of value to analyze who utilized what, the simple frequency counts perhaps provide the most significant information. For example, even though the bivariate results may show differences in the level of utilization of the gym or library, the fact that a large portion of the students (regardless of their demographic traits) finds the facilities unsatisfactory may be sufficient to necessitate changes or enhancement. When it comes to facility usage, anticipating and planning for a physical plant able to serve all students and also to meet future needs must be one of the overriding criteria. The enormous cost alone will likely eliminate these possibility of constantly changing the campus facilities once they are established.

Group differences among the facilities questions centered primarily between those who attend FT versus those on a PT basis. Full–time students were generally more apt to be "very dissatisfied" or dissatisfied" with their classrooms (Signif. = .001; CC = .27), the library (Signif. = .000; CC = .33), gym (Signif. = .02; CC = .25), and faculty offices for meetings (Signif. = .000; CC = .31). Conversely, full–timers were more pleased with the meeting area used for socializing than PT students (Signif. = .001; CC = .29). To a large extent, many, if not most, PT students (especially those enrolled for evening courses) do not utilize the meeting/social area.

The age and employment status variables, as expected, accompanied those traits associated with student enrollment status. Students employed PT or unemployed were more critical of the facilities such as the library (Signif. .01; CC = .24) and gym (Signif. = .01; CC = .21). Paralleling this was the effect of the age factor as traditional college age students were generally more critical of the physical plant available to them. Male students were also more likely to express dissatisfaction but gender did not play as significant a role as the other aforementioned variables.

Somewhat surprisingly, academic majors in the General Studies Program and those from the SSPSBE Division were also more apt to be displeased with the campus. Both age and academic major were matched and the results did reveal that traditional college age students were overrepresented in both General Studies and SSPSBE programs (Signif. = .000; CC = .29). It is likely that this interrelationship provides a valid and reliable explanation as to why the academic major variable played such an important role in the analysis.

For the most part the results on facility assessment followed a logical path in understanding why groups differ. Before moving on, however, one concern should be highlighted. This revolves around the issue of security and safety (Q#E–1b). As one would expect, females were far more concerned about this issue (Signif. = .001; CC = .18), in particular adult women over 25 years old (Signif. = .01; CC = .26) and those attending in the evening or at off–campus sites (Signif. = .001; CC = .24). Since security and safety is such a basic issue to everyone, any measure undertaken by the LC to improve/enhance this specific aspect of the school's environment is both responsible and necessary. Not all efforts need to be costly or complex. Publicizing safety hints (especially for evening students) and even encouraging a "buddy walking system" to their car could be effective anti crime steps taken by the LC. Instituting or expanding patrols in the parking lot and providing better lighting are other, though more costly measures. Whatever is done, security and safety is and should be a constant and principal concern for the LC administration.

One final point should also be discussed and this focused on the ethnic/race variable. The chi square statistic showed <u>no</u> significant differences between minorities and their white peers. Since variations were found with all of the other factors, the lack of group difference was somewhat unforeseen. Given that minorities constituted 10% of this sample, their numbers were large enough to identify group variations. Since none was uncovered, it is fairly safe to

*assume that other factors were apparently more influential. Therefore, while differences did exist among the sample, ethnic/race did not play an important role. For example, **FT** minority students were more likely to identify with their **FT minority peers** rather than other **PT** minority students when questioned about the physical plant.*

The assessment of the physical facilities examined demographic differences but is equally valuable to review the satisfaction level of off-campus students. Since the LC has far less flexibility in altering off-campus classrooms, the primary emphasis of this analysis is to ascertain whether differences exist and not how a problem and/or shortcoming can be rectified. As was previously stated, safety measures at the off-campus sites were found wanting by many students. Since the off-campus courses meet in the evenings, this is certainly not surprising. In terms of classrooms, social meeting area, counseling office, gym, and faculty meeting space, off-campus students were generally satisfied but they were primarily more apt to answer "neutral" or "did not apply". In general, the facilities available to off-campus students met their basic needs and the convenient location plus a much lower requirement for space needs outside of the classroom translated to a fairly high level of satisfaction.

Students at the LC generally found the physical plant acceptable, but certainly not ideal. While space limitations and/or the lack of some facilities (e.g. social area, faculty offices, gym) presents a challenge, most were willing to cope and adjust to achieve their educational goal. Perhaps the most critical long-term goal, as it relates to the physical plant, is putting in place a long-term plan that will better meet future student requirements. This will likely, in the final analysis, necessitate the acquisition and development of a permanent campus site. Efforts should be directed at achieving this major goal as well as modifying the present facilities to meet current demands.

VII. General

A. Descriptive Results

This section asked a variety of questions touching mainly on student experience at the LC. Only a hand full of students directly experienced any form of prejudicial attitudes while attending the LC. The most commonly cited examples were due to ethnic/race (N=11 or 1.8%), religion (N= 11 or 1.8%) and gender (N= 11 or 1.8%). Most of these experiences have come from the students' peers (N=17; Q#F-2a) though a few (N=11) cited the college faculty as well. Since the reported incidents are rather small (though never acceptable), no matching of these

factors will be done as the results would not likely be reliable.

Of the 30 students who said that their prejudicial experience had hindered their educational goal attainment (Q#F–3), seven said it had a significant negative impact, thirteen a moderate, and ten a small amount. Again, these figures show that the vast majority of students and staff abide by the rules of common courtesy and respect for others but it has not been an attitude, value, and way of behavior universally accepted. Therefore, any action undertaken to promote the inherent value and uniqueness of each student should be considered and, if possible, acted upon.

Over eight out of ten students (Q#F–4; N=511 or 83.6%) agreed with the statement that the faculty/staff is accessible to answer questions or address concerns. A similar portion (Q#F–5a; N=521 or 85.2%) also said that the LC provided the services and support to aid students with their adjustment to college. In the comment section (Appendix I, pg. 37–39), concerns frequently cited by the students dealt with the difficulty in meeting some faculty and other instructional, financial aid, and counseling issues (Q#F–4b and F–5b). Though most felt that the college faculty and staff were accessible and provided the necessary services, a much lower percentage of students (N=392 or 64.1%) agreed with the statement that the LC environment and experience nurtured personal growth and provided an atmosphere conducive to their intellectual development. Only four students (.7%) aid the LC was not a nurturing institution but a fairly sizable number (N=179 or 29.3%) felt it was "uneven". Perhaps this can be partly explained by the newness of the campus, a fairly high PT faculty, facilities limitations (not the least were student comments stating that the LC does not have the "college look"), and a fairly dormant student government/activities agenda. This plus other demographics will be reviewed in the next section.

Perusing through the general comment section (Q#F–7, Appendix I, pgs. 40–48), a plethora of issues, questions, concerns, and compliments were made. Many were grateful for the educational opportunities afforded them and a number offered suggestions for improvement/changes. Still others vent their complaints and wrote about the shortcomings of the LC and difficulties they had to address. Many of the comments were elaborations of earlier points on the survey. Some of the more frequently cited issues were questions dealing with programs and courses, financial aid (and college cost), counseling, and facilities limitations. It should be stressed that positive and negative comments were fairly evenly divided so this

was not an exercise solely to voice one's complaints. Perhaps the most valuable aspect of the final question was to afford students an open forum to voice their opinion regarding their LC experience and to further emphasize what they felt were important issues. A complete reading of these comments by the LC staff is strongly encouraged.

B. Bivariate Analysis – General

Because the actual number of students who experienced prejudicial attitudes was so small, caution should be employed when reviewing the significant bivariate results. Again, the selected demographics included sex, age, race, academic major, and both employment and student enrollment status. A crosstab was also completed matching day and evening/off–campus students.

An examination of the data showed that only with the ethnic/race variable yielded any important differences noted in questions number F–1a–f and F–2a–2c. Most of the results were mixed for all variables. For example, both whites and one or more of the minority groups (but not all minorities) experienced some form of prejudice in the area of gender and sexual orientation. Not surprisingly, minorities were far more apt to say they encountered ethnic/racial prejudice than their while colleagues (Signif. = .000; CC = .27). Again, it is critical to emphasize that only 11 students felt this was the case and while this issue is of great importance, care must be taken to not overstate the issue.

Perhaps more significant is the number of minorities who felt that such prejudice adversely affected their educational goal attainment. Minorities were far more likely to say that encountering such behavior had a significant or moderate negative impact on them compared to their white peers. The actual number (N=20) of all students negatively affected is relatively small yet this reaffirms the notion that it is generally more difficult for minorities to adjust to the demands and environment of a predominantly white institution. Thus, it becomes ever more important that the academic support systems are in place and the LC strive forward toward achieving the diversity represented by the Lancaster community at large. Somewhat surprisingly, no differences were uncovered for the last three questions; accessible faculty/staff (Q#F–4a); college support (Q#F–5a), and nurturing campus environment (Q#F–6). Since no differences were found when matching the selected demographics to the "nurturing" question, this indicates that a wide variety of students, rather than a specific group, felt that the campus environment had both positive and negative points. The chi square distribution between the

ethnic/race and prejudice hindering achievement or educational goal variables can be found in Table 5.

Table 5
Chi Square – Race by Degree Prejudice Hindered Educational Goal

	Not At All	Small Degree	Moderate Degree	High Degree	Total
African American	4 66.7%(r) 6.9%(c)	0 – –	0 – –	2 33.3%(r) 28.6%(c)	6 6.8%
Hispanic	4 40.0%(r) 6.9%(c)	1 10.0%(r) 10.0%(c)	3 30.0%(r) 23.1%(c)	2 20.0%(r) 28.6%(c)	10 11.4%
American Indian	0 – –	0 – –	0 – –	1 100.0%(r) 14.3%(c)	1 1.1%
Asian	1 16.7%(r) 1.7%(c)	1 16.7%(r) 10.0%(c)	3 50.0%(r) 23.1%(c)	1 16.7%(r) 14.3%(c)	6 6.8%
White	48 76.2%(r) 82.8%(c)	8 12.7%(r) 80.0%(c)	6 9.5%(r) 46.2%(c)	1 1.6%(r) 14.3%(c)	63 71.6%
Alien	1 50.0%(r) 1.7%(c)	0 – –	1 50.0%(r) 7.7%(c)	0 – –	2 2.3%
	58 **65.9%**	**10** **11.4%**	**13** **14.8%**	**7** **8.0%**	**88** **100.0%**

Chi Square=38.03 DF=15 Signif. = .000 Contingency Coefficient=.55
r = row percentage c = column percentage

The value and validity of this distribution is limited to the extent that 523 cases were missing (as instructed by the survey). What is important to note is the general proportional overrepresentation of minorities among the 20 students who expressed the belief that prejudicial behavior did adversely affect them while a student at the LC.

Without question, some students, in particular minorities, have encountered prejudices which in a number of cases have retarded their academic growth and cast a pall over their LC experience. This is likely as much a reflection on the larger community as it is on the school itself. However, it should not be forgotten that the vast majority of students (from all races)

indicated that they were treated well and respected as individuals. Likewise, a similar number of students were pleased with the accessibility of the faculty/staff and the services and support available to them.

VII. Summary and Recommendations

A. Summary

As part of the assessing students' attitude and satisfaction of the courses, programs, instruction, and services at the LC and also to comply with the Middle States Association accrediting recommendation, a survey and resulting report was initiated and completed. Such a survey is valuable not only for assisting the college in the identification of weaknesses and/or possible changes in programs and services, but it provides an avenue for students to voice their opinion and to evaluate their educational experience at the LC.

While the survey did serve an important function, it should be stressed that any addition, deletion, and/or alteration of programs or services should not be based solely or even primarily on student opinions and perception. Instruments such as the one employed in this study are only one of a number of factors which should be considered. Nevertheless, obtaining information such as what was found in this report can prove to be both fruitful and productive if viewed and utilized as a mechanism for enhancement and subsequent action.

*An examination of selected demographics verified that the survey sample reflected the general composition of the LC student body during the Spring, 1993 semester. One of the most critical traits and one which continually played a decisive role, was student enrollment status – that is, differences between FT and PT students. Throughout the report, it was shown time and again how the needs and expectations of the PT students did **NOT** coincide with those registered FT. This was particularly true in the review of programs/instruction, student services, and facilities.*

Highlights from the "Educational Background and Goals" section showed that cost and location were the main reason why most people decided to enroll at the LC. Most matriculated to improve or to acquire skills for a career and a very high portion (63.1%) planned to transfer with or without an AA degree. While three out of four respondents said the cost of attending the LC was "reasonable", it appears that tuition cost is a significant factor for many when considering whether to enroll or not.

One of the strengths and attractions of the LC to students in the "Program and Instruction" section of the report, was the flexible and varied course schedule. Not surprisingly, this factor was very important to PT students attending evening classes. Satisfaction with the quality of instruction was very good, especially given the LC's reliance on adjunct instructors. In general, students were pleased with their classroom experience.

Two areas of concern focused on faculty advising/counseling and the Instructional Resource Center (Library). Response from the survey suggested that students did not differentiate between faculty academic advising and general counseling obtained from a FT counselor. 2Regardless, a fairly sizable portion (29%) of students felt this service was only fair or poor. Without question, many factors affect the quality of advising/counseling, not the least of which being able to meet with a faculty member or counselor in a timely fashion. However, what occurs in the advising/counseling session is even more important. Thus, expanding the counseling staff and improving the accessibility of the faculty is only the first step. While gaining experience will be critical to improving service, a concerted effort should be planned and implemented to have routine evaluations of this function and professional development activities to enhance this service. Additionally, even though most students had a good experience, the advising/counseling function has historically been an area where students have voiced a higher degree of dissatisfaction.

Much of the criticism directed at the library centered on both space and resources (books, equipment, etc.). Due to the lack of a permanent campus, addressing both of these problems is limited in the long–term. However, the LC has moved aggressively in 1993 to upgrade the library facility as much as resources and their "temporary quarters" allows. Also, negative comments have been directed at materials and space but the service provided by the staff has not come under such criticism. Finally, efforts should be directed at improving the present transfer system of texts and course materials from McCormick Library and other sources required on a daily basis.

In the Student Services area, several prominent issues were uncovered in the data set. First, counseling again stood out as service as a significant number of respondents either were not satisfied or did not utilize. Numerous factors were cited as possibly contributing to this. They included the newness of the staff, the constant adjustment required to match staff resources to student demands (which is especially difficult for a new and growing campus), and the

historic proclivity for this service to receive a lower evaluation (based in part to the high degree of personal interaction between counselor/faculty and student). Nonetheless, steps should be taken to establish policy and procedure that will routinely evaluate and enhance this vital service.

*Another area of concern lies with the delivery of financial aid (FA) services. This is particularly true in the area of counseling, providing timely and accurate information, and the processing of applications and support materials. The current itinerant counseling system and processing procedures (all completed at the Wildwood Campus) should be assessed, not only for cost effectiveness, but also for the quality of service provided to LC students on a regular basis. This may include the determination of whether a FT financial aid counselor is warranted or whether a member of the current staff could be trained as the primary **daily** staff contact person for FA questions and concerns. Also, changes which would improve communication between the LC and the Wildwood Campus should be examined.*

Similar to providing financial aid services, an assessment related to how the evaluation of transfer credits should be completed. Currently, all evaluations are completed in the Records Office at the Wildwood Campus. Completing this process locally would not only speed the process but students can more easily have preliminary questions answered, appeal or clarify evaluation decisions, and initial course substitutions/waivers where applicable. Administratively, there would no longer be the need to fax or transfer academic transcripts to the Wildwood Campus nor would the evaluator need to contact the LC for folders and other supporting documents. Discussion regarding changes to present system should be undertaken by representatives of the LC and the Records Office to determine feasibility and ensuring a consistent standard of evaluation.

Perhaps the final concern in Student Services is more of a public relations, student perception problem than an actual issue which requires immediate attention. This has to do with the activity fee and what students know (and don't know) about how it is expended and, more importantly, how they benefit. Since four out of five respondents (79.7%) did not know what they were supporting, efforts should be initiated not only to publicize/inform students but also this may provide an opportunity to involve more students in the life of the college, both those attending FT and especially those enrolled on a PT basis.

The present campus facilities allow the college to meet the most basic needs of instruction and student support. Most of the students have accepted this yet within the confines of these "temporary quarters" several improvements can be made. Top priority should be given to the library and providing adequate faculty/counseling office space for meetings with students. Certainly, the expansion of the library during this past summer (1993) will allay some of the criticism in regards to space. Expansion and shifting of room assignments may also provide much needed additional office space. Until a permanent site is secure, popular requests such as a gym and a full service cafeteria will likely be deferred.

Another very critical issue which requires attention is campus security and safety. Without question, this concern is especially acute among PT, female students attending evening classes (both on and off–campus sites). Publicizing safety measures, promoting an evening "buddy system" between the classroom and one's car and scheduling more early rather than late evening courses are fairly inexpensive initiatives. More costly options would include improved lighting and initiating or expanding lot patrol by the security staff. Safety is an issue which the LC administration must take seriously.

Finally, the type of environment and value created by faculty/staff at the LC is important to all concerned. While it is impossible to remove the institution from the larger community, the college ***must*** *constantly seek to foster an environment open to many ideas and opinions, a respect for each individual, and an appreciation of the diversity found among the people it serves. To the extent that the LC can strive to create a "people centered" learning environment, it must do so with the value that education can indeed make a difference in one's life and to the community.*

B. Recommendations

The specific recommendations, by the areas reviewed in this report, follows. General college–wide issues are listed last.

Educational Background and Goals

1. *Provide as closely as possible the range of courses and programs available on the Wildwood Campus (Harrisburg). Courses and programs should reflect the needs of the community, student demands, and the resources to support them. Since upgrading or learning new job/vocational skills is an important educational goal of many students, career*

programs should be offered on an equal footing with the transfer curricula.

2. *Keep tuition costs as reasonable as possible* ***without*** *sacrificing instructional or service quality. Cost was and will likely remain the primary reason cited by most students regarding why they decided to matriculate to the LC. Continual effort should be directed to maintain the tuition differential between the LC, PA State System Universities (e.g. Millersville, Penn State) and other local private colleges without negatively impacting on the quality of instruction and service.*
3. *Expand the number and scope of articulation agreements between HACC and senior colleges and universities, especially those located in the Lancaster vicinity. This would go hand in hand with improving and nurturing a relationship with Penn State and Millersville University, the two most popular transfer institutions of LC students.*

Program and Instruction

1. *Similar to offering a wide range of courses and programs (as demands warrants), the scheduling of courses should take into consideration the needs of both FT and PT, day and evening students. Courses should be offered which allow students to complete their programs in a reasonable timeframe. It is recommended that the semester(s) a course is scheduled be listed with the course description in the LC's Fall and Spring Course Schedule Books. This will assist both students and faculty/counselors in long–term planning, a critical factor especially for those enrolled on a PT basis.*
2. *Where possible, courses meeting the needs of PT students should be scheduled in the evenings, meeting once or twice per week (fall and spring semesters). Clearly this was preferred over courses which met on the weekend or those which met more than two times per week (for the most part this is currently being done). Courses scheduled in the 5:30–6:45 p.m. and 7:00–8:15 p.m. timeframe, which allows students to take back to back classes on two days, should also be considered. This has proved to be very popular at the Wildwood Campus, since PT students can forego the single meeting (and very long) two hours and 45 minutes course(s) and still easily register for two classes.*
3. *Assess advising/counseling delivery system to determine whether current practices and staffing levels are meeting student needs. Emphasis must be placed on upgrading the role of faculty advising, a task made more difficult by the large number of adjuncts, and instituting a continual and comprehensive system of evaluation and professional development. Also, developing an experienced, and long–term adjunct counseling staff, such as the one found at Wildwood, should be considered. This will help meet the needs*

of evening students plus it is an effective method to address the heavy student traffic just prior to and during the first week of the fall and spring semesters plus it is cost effective.

4. *Expanding articulation agreements with senior schools must be accompanied by enhancing the counseling of transfer students and providing timely and accurate information. Consideration should be made to identify one of the FT counselors as the primary individual responsible for transfer (as staffing time allows) and effort must be made to maintain an updated course equivalency list of local senior institutions readily available to all students.*
5. *Evaluate whether Instructional Resources (Library) is meeting current student needs after recent expansion. Continue to develop library collection in the short-term and identify resources to meet long-term future needs. While "temporary" campus quarters greatly restricts what can be accomplished, efforts should be directed at investigating ways to shorten the time required to check out and receive library material from the Wildwood Campus (McCormick Library).*
6. *Review the need for and current tutoring services available to students.*

Student Services

1. *Re-emphasizing an earlier recommendation, primary consideration should be given to improving current advising/counseling delivery system and enhancing staff development and evaluation. Since present staff is fairly small, consideration should be given to assign "specialty areas" (e.g. transfer, financial aid) to each of the FT professional staff members.*
2. *Improve current practice of providing financial aid information and counseling. Possible steps could be the addition of a FT financial aid counselor; the assignment of a current counselor to be the primary "FA information" person when the itinerant counselor is not on campus or has a full schedule; employing or training a PT classified staff to process applications and support documentation and answer routine questions in support of the itinerant counselor; providing a "Student FA Hotline" from the LC directly to the Wildwood FA Office; and/or increasing the number of days the itinerant counselors are available to LC students. These plus other ideas should be considered to improve the timeliness and accuracy of information going to the student plus speeding up the processing of applications.*
3. *Evaluate current bookstore practices and initiate procedures to improve the distribution of course materials to students. Again, space and current enrollment limitations will likely prevent the establishment of a permanent bookstore so any improvements will likely need to be accomplished within these parameters. Ideas such as providing a mailing service, a*

"student textbook hotline", and the assignment of one of the FT classified staff to act as the "specialty area" information person are some possible steps the LC could take working in conjunction with the Wildwood Bookstore.

4. Assess whether evaluation of transfer credits can be completed for LC students locally. Working in conjunction with the Records Office, procedures and policy could be standardized while speeding the process and providing an avenue for LC students to meet with the evaluator should any questions or appeals arise. Currently, student questions and appeals are referred to the Wildwood Campus.
5. Publicize why the student activity fee is collected and, more importantly, the benefits derived from this assessment. This can be accomplished through the course schedule book, student account billings, college catalog, and/or a general posting in the counseling, business and/or registration offices. Not only will this explain to the students how their monies are utilized but this may act as a catalyst to increase the numbers participating in the life of the college outside of the classroom.

Campus Facilities

Recommendations related to the LC's physical plant are made with the realization that they are limited by the present leased facilities. Until a permanent site is secure, many hoped for facilities such as sufficient labs, library, office space, cafeteria/student center, gym, etc. will not likely be soon realized.

1. Improve present library facilities (expansion completed Summer, 1993).
2. Provide, where possible, adequate office space for faculty and staff. This is especially important in areas where there is heavy student traffic.
3. Review and enhance current security and safety measures. This could include but not be limited to publicizing safety tips; initiating an evening "buddy system" from classroom to parking lot; expand security staff and campus patrols; and evaluate and improve lighting throughout campus. Where possible, measures should also extend to off-campus sites.
4. Continue efforts to secure support and necessary funding for permanent site.

College-Wide

1. Foster an environment where individuals are respected and different ideas/opinions can be expounded in open forum without fear or threat. This would also include but not be limited to having the composition of students, faculty, and staff reflect the diversity of the Lancaster community.

2. *Recognize the significant difference in expectations and requirements between FT and PT students and there impact on courses, programs, services, facilities, and other aspects of the college. It is vital that steps be taken to equalize, as feasible, opportunities for all HACC students yet account for differences associate with their enrollment status and life situations.*
3. *In keeping with the major role "cost" played for most LC students, continual attempts to secure local sponsorship cannot be abandoned. While this will likely remain a tedious and uncertain process, building a strong relationship between the LC and community is essential, not only in providing a potential revenue source, but more importantly, expanding the educational opportunity for more citizens (by lower tuition). A positive secondary result would be a stronger financial base for the LC and a greater likelihood of securing a permanent site.*

HARRISBURG AREA COMMUNITY COLLEGE

LANCASTER CAMPUS

Response to: Student Attitude/Satisfaction Survey - Lancaster Campus

Prepared by: Faculty and Staff of Lancaster Campus/HACC

January 1994

The Office of Institutional Research at Harrisburg Area Community College developed and conducted a Student Attitude/Satisfaction Survey of Lancaster Campus students enrolled during the Spring Semester 1993.

The five areas of examination of the survey included 1) educational background and goals of the Lancaster Campus students, 2) programs and instruction, 3) student services, 4) campus facilities, and 5) general information related to campus environment. The report of survey findings sought primarily to identify the present level of student satisfaction, and specific aspects, activities, and facilities of the Lancaster Campus. The report identified where changes, additions and/or deletions should be considered by the faculty and the staff to improve the Campus and institution as a whole.

It should be noted that surveys assessing student perceptions such as the one used in this study are only one of a number of factors that should be considered. Nevertheless, obtaining information from survey results can prove to be both fruitful and productive if reviewed and utilized as a mechanism for enhancement and subsequent action.

Highlight of the survey results indicated:

- Cost and location were the main reasons why most people decided to enroll at the Lancaster Campus.

- One of the strengths and attractions of the Lancaster Campus to students was the flexible and varied course schedule.

- Two areas of concern focused on faculty advising/counseling and the Instructional Resource Center - Library.

- An additional area of concern was with the delivery of Financial Aid (FA) services.

- Survey results also indicated that students question how and on what the student activity funds collected were spent and how students benefit from the expenditures.

- Campus security and safety were additional concerns of students, particularly part-time female students enrolling in the evening both on and off campus.

- Respondents felt that the Campus, as part of the larger community, must continue to provide an environment open to diverse ideas, opinions and respect for individuals among the diverse populations served by the Lancaster Campus.

The following section will address the issues and recommendations set forth in the survey report. Much has taken place, physically, programmatically, and in staffing at the Campus since the survey. What follows is a response complied by the Campus staff in an effort to address the concerns and recommendations in the study results.

Educational Background and Goals

RECOMMENDATION:

Provide as closely as possible the range of courses and programs available on the Wildwood Campus (Harrisburg). Courses and programs should reflect the needs of the community, student demands, and the resources to support them. Since upgrading or learning new job/vocational skills is an important educational goal of many students, career programs should be offered on an equal footing with the transfer curricula.

RESPONSE:

During the Summer 1993, the Lancaster Campus leased an additional 15,000 sq. ft. of space at the Burle Business Park and undertook an extensive renovation to accommodate additional programs, especially career programs. A multi-purpose science lab was designed and equipped to support College biology. A second lab (to be completed and implemented in the future) was designed for biology. The initial construction of the multi-purpose lab was designed to enable the Campus to conduct College chemistry as the need arises. Biology courses previously conducted only in the evening off campus in local high schools were scheduled both day and evening at the Lancaster Campus. A phlebotomy technician diploma program and a cardiovascular technician certificate program were developed and offered at the Lancaster Campus for the first time during the Fall Semester 1993. In addition, renovations included an additional networked IBM computer lab to further support the Computer Information Systems (CIS) career program at the Campus. Additional career programs in Pharmacy Technology, Mechanical Drafting and Cardiovascular Technology are under consideration for scheduling at the Lancaster Campus during the Fall Semester 1994.

RECOMMENDATION:

Keep tuition costs as reasonable as possible <u>without</u> sacrificing instructional or service quality. Cost was and will likely remain the primary reason cited by most students for their decision to matriculate to the Lancaster Campus. Continuing effort should be directed to maintain the tuition differential between the Lancaster Campus, PA State System Universities, (e.g. Millersville) and Penn State, (a state related institution) and other local private colleges without negatively impacting the quality of instruction and service.

RESPONSE:

The current tuition (93-94) of $99 per credit at the Lancaster Campus is the lowest tuition available in the county for post-secondary education. Without a local sponsor, this tuition provides access to higher education at a branch campus offering open admission, developmental courses, credit programs and a comprehensive program of noncredit education not available to residents of Lancaster County prior to the opening of the Campus in 1989.

RECOMMENDATION:

Expand the number and scope of articulation agreements between HACC and senior colleges and universities, especially those located in the Lancaster vicinity. This would go hand-in-hand

with improving and nurturing a relationship with Penn State and Millersville University, the two most popular transfer institutions of Lancaster Campus students.

RESPONSE:

Students enrolled at the Lancaster Campus can take advantage of over 30 current articulation agreements between the Harrisburg Area Community College and baccalaureate degree institutions in the region. A significant articulation agreement between Millersville University in Millersville, Lancaster County and the Harrisburg Area Community College was signed in December, 1993 to provide a significant transfer opportunity for graduates of the Harrisburg Area Community College. This articulation agreement will provide for the smooth transfer of Harrisburg Area Community College graduates into an extensive number of baccalaureate degree programs at Millersville University.

Programs and Instruction

RECOMMENDATION:

In addition to offering a wide range of courses and programs (as demand warrants), the scheduling of courses should take into consideration the needs of both FT and PT, day and evening students. Courses should be offered which allow students to complete their programs in a reasonable timeframe. It is recommended that the semester(s) a course is scheduled be listed with the course description in the LC's Fall and Spring Course Schedule Books. This will assist both students and faculty/counselors in long-term planning, a critical factor especially for those enrolled on a PT basis.

RESPONSE:

Efforts are underway to develop a two-year schedule of classes at the Lancaster Campus. This schedule, along with designation of when courses will be scheduled will further assist students to plan their academic schedules.

RECOMMENDATION:

Where possible, courses meeting the needs of PT students should be scheduled in the evenings, meeting once or twice per week (fall and spring semesters). Clearly this was preferred over courses which met on the weekend or those which met more than two times per week (for the most part this is currently being done). Courses scheduled in the 5:30 - 6:45 pm and 7 - 8:15 pm timeframe, which allows students to take back to back classes on two days, should also be considered. This has proved to be very popular at the Wildwood Campus, since PT students can forego the single meeting (and very long) two hour and 45 minutes class meeting and still easily register for two classes.

RESPONSE:

The additional campus space at the Lancaster Campus plus additional evening offerings at off campus sites will provide for an expanded part-time evening schedule of classes. Additional classes will be scheduled to facilitate enrollment back to back for students wanting to enroll in more than one three-

credit course each semester. As the student body increases at the Lancaster Campus, additional sections on different days, times, and locations will be scheduled to accommodate part-time students.

RECOMMENDATION:

Assess advising/counseling delivery system to determine whether current practices and staffing levels are meeting student needs. Emphasis must be placed on upgrading the role of faculty advising, a task made more difficult by the large number of adjuncts, and instituting a continual and comprehensive system of evaluation and professional development. Also, developing an experienced, and long-term adjunct counseling staff, such as the one found at Wildwood, should be considered. This will help meet the needs of evening students plus it is an effective method to address the heavy student traffic just prior to and during the first week of the fall and spring semesters. Additionally, it is cost effective.

RESPONSE:

The current student body at the Lancaster Campus was served by two fulltime and three part-time counselors at the time of the survey. Two fulltime teaching faculty were employed at that time but were not yet responsible for academic advising of students. In May 1993, a third fulltime counselor was employed and the fulltime faculty assumed responsibility for limited student advising during the Fall Semester 1993. With the addition of the third fulltime counselor, the five academic divisions and the career, transfer and certificate programs within each division were split and assigned to specific campus counselors. (Each counselor received specific orientation and training on the academic programs assigned to them and participated in division/program specific orientation sessions conducted by the academic assistant deans and division/program faculty.) These efforts provided for program specific specialization on the part of the student services staff. Current students were assigned to counselors trained in their specific program and new students were assigned to a specific counselor based on their declared major at admission. Prior to the beginning of the Fall 1993 Semester, the current fulltime student services staff conducted three training sessions for the part-time counselors and fulltime faculty to familiarize them with admissions/placement testing, program requirements and transfer guidelines. This training effort contributed to the credibility and consistency of counseling services at the Campus. Ongoing efforts continue to include the campus student service staff in division/program specific orientation and training. Additional training sessions for part-time counselors are scheduled prior to the beginning of the registration cycle for each semester to update them on the full range of admissions, registration, and placement requirements of programs offered by the Campus and College. New faculty with advising duties will be included in these training sessions.

RECOMMENDATION:

Expanding articulation agreements with senior schools must be accompanied by enhancing the counseling of transfer students and providing timely and accurate information. Consideration should be made to identify one of the FT counselors as the primary individual responsible for transfer (as staffing time allows) and effort must be made to maintain an updated course equivalency list of local senior institutions readily available to all students.

RESPONSE:

The addition of the recent articulation agreement between Millersville University and Harrisburg Area Community College, along with existing articulation agreements should, provide ongoing opportunity for transfer of Lancaster Campus graduates. Articulation files, checksheets and catalogs from transfer institutions are being expanded and made accessible to students at the Lancaster Campus both in student services and the Campus library. Transfer seminars and visits by 10-12 representatives of transfer institutions have been regularly scheduled at the Lancaster Campus each semester during the 1993-94 academic year.

RECOMMENDATION:

Evaluate whether Instructional Resources (Library) is meeting current student needs after recent expansion. Continue to develop library collection in the short-term and identify resources to meet long-term future needs. While "temporary" campus quarters greatly restrict what can be accomplished, efforts should be directed at investigating ways to shorten the time required to check out and receive library material from the Wildwood Campus (McCormick Library).

RESPONSE:

Campus expansion during the Summer 1993 included relocation and expansion of the library from 945 sq. ft. with seating for 44 and a reference collection to new space of 1850 sq. ft. with seating for 70 and an initial circulating collection of 1704 volumes to support the programs at the Campus. During the current 93-94 academic year, the Campus library staff in consultation with College/Campus faculty are further developing the library resources available at the Campus. This expansion includes both periodicals and other instructional media to support the instruction at the Campus. In addition, bibliographic instruction has been provided to several classes each semester by the library staff. Library orientation is regularly included in the New Student Orientation program scheduled prior to the beginning of the Fall and Spring Semesters.

RECOMMENDATION:

Review the need for and current tutoring services available to students and need for expansion.

RESPONSE:

Campus expansion during the Summer 1993 provided the development of a designated Learning Center at the Campus. This Center, staffed with both student and faculty tutors provided regularly scheduled tutorial service in English and mathematics. Tutoring in additional subjects was made available on an individually requested basis. Faculty members were assigned responsibility for the recruitment, training, and monitoring of student tutors at the Learning Center. Ongoing efforts continued to provide qualified, trained tutors in a wide range of subjects both day and evening at the Campus.

Student Services

RECOMMENDATION:

Re-emphasizing an earlier recommendation, primary consideration should be given to improving current advising/counseling delivery system and enhancing staff development and evaluation. Since present staff is fairly small, consideration should be given to assign "specialty areas" (e.g. transfer, financial aid) to each of the FT professional staff members.

Improve current practice of providing financial aid information and counseling. Possible steps could be the addition of a FT financial aid counselor; the assignment of a current counselor to be the primary "FA information" person when the College's itinerant financial aid counselor is not on campus or has a full schedule; employing or training a PT classified staff member to process applications, support documentation and answer routine questions in support of the itinerant counselor; providing a "Student FA Hotline" from the LC directly to the Wildwood FA Office; and/or increasing the number of days the itinerant counselors are available to LC students. These plus other ideas should be considered to improve the timeliness and accuracy of information going to the students. It would also speed the processing of applications.

RESPONSE:

The third fulltime counselor employed in May 1993 enabled the Campus to assign specific programs to individual fulltime counselors. With division/program specific training continuing for the fulltime counselors and assignment of new students to specific counselors, future counseling services at the Campus should reflect ongoing commitment to providing accurate, consistent and timely services to our students. At this time, the responsibility for updating and maintenance of current transfer information is assigned to one campus counselor. In addition, one Campus counselor regularly participates in financial aid orientation and training and serves as a point of contact at the Campus for financial aid information. Since the Spring Semester 1993, a fulltime financial aid counselor has been assigned to the Lancaster Campus two days a week. An ongoing review of the adequacy of this service is being conducted at this time. Efforts are being made to utilize telephone contact with financial aid staff at the Wildwood Campus in Harrisburg when a financial aid counselor is not available to students needing assistance at the Lancaster Campus.

RECOMMENDATION

Evaluate current bookstore practices and initiate procedures to improve the distribution of course materials to students. Again, space and current enrollment limitations will likely prevent the establishment of a permanent bookstore so any improvements will likely need to be accomplished within these parameters. Ideas such as providing a mailing service, a "student textbook hotline", and the assignment of one of the FT classified staff to act as the "specialty area" information person are some possible steps the LC could take working in conjunction with the Wildwood Bookstore.

RESPONSE:

Campus bookstore services are provided by a contract vendor located within three blocks of the Campus. Efforts have been made to improve the lines of communication, both with accurate lists of required textbooks for each course and telephone contact between the contract bookstore and the College bookstore manager to improve bookstore services to students at the Lancaster Campus. A mailing service for students to order

textbooks and have them shipped directly to their home address and charged to a credit card has been initiated. A fulltime staff member at the Lancaster Campus, under the direction of the Director of Educational Services, has been assigned responsibility to coordinate textbook orders, to verify the adequacy of local stock, and to initiate reorders when necessary to provide the timely availability of course textbooks and supplies for our students.

RECOMMENDATION:

Assess whether evaluation of transfer credits can be completed locally for LC students. Working in conjunction with the Records Office, procedures and policy could be standardized while speeding the process and providing an avenue for LC students to meet with the evaluator should any questions or appeals arise. Currently, student questions and appeals are referred to the Wildwood Campus.

RESPONSE:

The current transcript evaluation process conducted at the Wildwood Campus for all students College-wide provides for consistency of evaluation. The number of current staff at the Lancaster Campus does not easily provide for the assignment of this task to campus staff at this time.

RECOMMENDATION:

Publicize why the student activity fee is collected and, more importantly, the benefits derived from this assessment. This can be accomplished through the course schedule book, student account billings, college catalog, and/or a general posting in the counseling, business and/or registration offices. Not only will this explain to the students how their monies are utilized but this may act as a catalyst to increase the number of students participating in the life of the college outside of the classroom.

RESPONSE:

During the current academic year, a fulltime counselor was assigned responsibility for providing leadership for the development of a Student Advisory Council and student activities. The result of this focused effort has increased the number of students involved and the extent of student initiated projects at the Lancaster Campus. Student activities funds collected at the Campus were utilized on behalf of students this academic year for new computers for the student use in the library, a family night at a local racquet club, a food drive, the purchase of student art for the Campus and a designated Student Advisory Council and activities office at the Campus. Hopefully, with staff assigned to support student initiatives, a more fully functioning campus setting, and increased College-wide support for student development, future students will recognize how their funds are contributing to making the Lancaster Campus more than a place to take courses.

Campus Facilities

Recommendations related to the LC's physical plant are made with the realization that they are limited by the present leased facilities. Until a permanent site is secure, many needed facilities such as sufficient labs, library , office space, cafeteria/student center, gym, etc. will not likely be soon realized.

RECOMMENDATION:

Improve present library facilities (expansion completed Summer, 1993).

RESPONSE:

Significant improvement has been realized in physical space, seating and collection development in the Lancaster Campus library beginning with the Fall Semester 1993. The faculty and staff look forward to continuing these efforts within the physical space currently available at the Lancaster Campus.

RECOMMENDATION:

Provide, where possible, adequate office space for faculty and staff. This is especially important in areas where there is heavy student traffic.

RESPONSE:

The completion of expansion and renovations during the Summer 1993 resulted in additional office space for all fulltime faculty at the Lancaster Campus. All adjunct faculty are now provided access to office space, secretarial support, telephone, copy and quiet space to meet individually and in small groups with students.

RECOMMENDATION:

Review and enhance current security and safety measures. This could include but not be limited to publicizing safety tips, initiating an evening "buddy system" from classroom to parking lot, expanding security staff and campus patrols, and evaluating and improving lighting throughout campus. Where possible, measures should also extend to off-campus sites.

RESPONSE:

Several proactive steps were taken in cooperation with the Campus landlord to enhance the safety and security of all students. All available lighting in walkways and parking lots was brought to maximum illumination for the Spring Semester 1993. An additional member of the security staff was assigned to provide security protection in the parking lot during the time when students leave the Campus in the evening. This is in addition to the regular building security provided upon entrance to the Campus. Safety and security information will be posted throughout the Campus and provided to students during regularly scheduled New Student Orientation sessions scheduled prior to the beginning of the Fall and Spring Semesters.

RECOMMENDATION:

Continue efforts to secure support and necessary funding for permanent site.

RESPONSE:

Recommendations will be made to include a permanent Campus facility for the Lancaster Campus in the long range capital plans of the Harrisburg Area Community College.

College-wide

RECOMMENDATION:

Foster an environment where individuals are respected and different ideas/opinions can be expounded in open forum without fear or threat. This would also include but not be limited to having the composition of students, faculty, and staff reflect the diversity of the Lancaster community.

RESPONSE:

Respect for all persons will be projected in the actions and words of the entire Campus community. Efforts are planned to have the College represented in Lancaster County events and activities that demonstrate our commitment to a spirit of involvement and inclusion in the wider community we serve. Efforts will continue to assure that the faculty, staff and students reflect the diversity of the Lancaster Community of which we strive to be an integral part.

RECOMMENDATION:

Recognize the significant difference in expectations and requirements between FT and PT students and their impact on courses, programs, services, facilities, and other aspects of the college. It is vital that steps be taken to equalize, as feasible, opportunities for all HACC students yet account for differences associated with their enrollment status and life situations.

RESPONSE:

As the Campus student body grows, ongoing analysis of majors and enrollment patterns will continue. Such efforts will provide data for the Campus to develop programs and schedule classes to meet the goals of all of our current and future students. Significant efforts have been taken by the Office of Institutional Research to provide Campus specific data that will greatly assist local Campus planning.

RECOMMENDATION:

In keeping with the major role"costs" played for most LC students, continuing attempts to secure local sponsorship cannot be abandoned. While this will likely remain a tedious and uncertain process, building a strong relationship between the LC and community is essential, not only in providing a potential revenue source, but more importantly, expanding the educational opportunity for more citizens (by lower tuition). A positive secondary result would be a stronger financial base for the LC and a greater likelihood of securing a permanent site.

RESPONSE:

Although it does not appear that a local sponsor will come forward in the near future, College/Campus efforts to develop local support for scholarships, facilities, and programs will be initiated. Student support will tie the Lancaster Campus with the local community and help the College realize its goal of providing quality community college programs and services at the lowest cost.

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APPENDICES

APPENDIX A

COMMISSION ON HIGHER EDUCATION

3624 Market Street/ Philadelphia, PA 19104/ Tel (215) 662-5606/ Fax (215) 662-5950

October 23, 1990

cc Preparer, Sampson, Campus Director, Clerk, Pres. Cabinet, Kilkenny, 1/7/91

Dr. Kenneth B. Woodbury, Jr.
Office of the President
Harrisburg Area Community College
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110

Dear Dr. Woodbury:

I appreciated the opportunity to visit the Lancaster and Lebanon campus sites, as well as the Wildwood Campus of Harrisburg Area Community College. It was a whirlwind, but productive tour.

Based on my observations and interviews, I would like to identify several items which the College will need to attend to as it moves forward with its branch campus operations:

1) In order for new employees at the campus operations to be knowledgeable of and identify with the entire College, it will be essential to continue thorough orientation to HACC programs, services, and opportunities. I would suggest that these orientation activities need to be not only at the time of initial employ, but at appropriate intervals thereafter.

2) If such plans are not already in place, plans should be developed for a survey of student satisfaction at the Lebanon and Lancaster sites. Student perceptions are particularly critical during the first years of a new operation, and student perceptions often point out areas of concern which administrators or even faculty may overlook.

3) Although the approach to providing library and learning resources seems a reasonable and workable one, I believe this is an area which will need on-going attention and monitoring. Students will need to be encouraged to feel comfortable with what, on the surface, appears to be less than a full service operation. There will need to be continuing work with classroom faculty to assure that course assignments properly integrate and rely upon library research. The visual impact of the library areas, and what that means in terms of the image of the campus as a "real college" should not be overlooked. If student assistants are to be relied upon for much of the coverage of the campus library sites, it will be essential that these student assistants be given full and appropriate training/orientation.

The Middle States Association of Colleges and Schools is a non-profit association serving elementary, secondary, and higher education institutions through programs of self-study, evaluation and accreditation, and other developmental services.

4) The relationship of individual campus planning to overall College planning may need some further clarification or refinement in the years ahead, particularly as to how campus planning is integrated into College planning. In addition, there needs to be widespread familiarity with the mechanism by which branch campus operations will be assessed (if this is not already the case).

These comments and suggestions are meant to be suggestive of the type of issues you will undoubtedly need to consider as your campus planning moves forward. Identification of your progress, as well as future plans, will of course play a role in the Periodic Review Report to be submitted by HACC in June 1992. As always, the Commission appreciates being kept advised of important new developments at the College.

Sincerely yours,

John H. Erickson, Ph.D.
Associate Director

JHE/cll

h:hacc.jhe

LANCASTER CAMPUS
HARRISBURG AREA
COMMUNITY COLLEGE

APPENDIX B

STUDENT ATTITUDE/SATISFACTION SURVEY

Dear Student:

The Dean of the Lancaster Campus of Harrisburg Area Community College is seeking information related to the effectiveness of campus programs and services. To this end, please take a few minutes to complete the following survey. This will not only allow the Lancaster Campus to better serve you but it will also help to fulfill our accreditation mandate. All responses will be treated in a confidential manner and will be reported in group totals only. Your cooperation is appreciated. Thank you.

A. Please give us some information about yourself. (Check or fill in appropriate responses).

1. Sex: ___ male ___ female

2. Present Age: _____

3. Ethnic/Race: ___ African American ___ Hispanic ___ American Indian ___ Asian ___ White ___ Non-Resident Alien

4. Employment Status: ___ FT (30 hours or more) ___ PT (less than 30 hours) ___ Homemaker (go to #A9a) ___ Retired (go to #A9a) ___ Unemployed (go to #A9a)

5. If employed, do you work ___ days (8-5) ___ evening (3-11) ___ nights (11-7) ___ varied schedule

6. What is your present job title? _____

7. How long have you been employed? ___ less than 3 years ___ 3-6 years ___ 7-9 years ___ 10+ years

8. a. What is your annual household income? ___ less than $10,000 ___ $10-13,000 ___ $13-16,000 ___ $16-19,000 ___ $19-22,000 ___ greater than $22,000

   b. Will your employer pay for all or part of your educational costs this semester? ___ yes ___ no

9. a. How many miles do you travel to get to class? ___ 5 or less ___ 6-10 ___ 11-15 ___ 16-20 ___ greater than 20

   b. Where do you usually come to class from? ___ home ___ work ___ other (please specify)

_____

B. Education Background and Goals

1. At this time, what is your present level of educational attainment?
   ___ no high school diploma ___ high school graduate ___ 1-2 years college ___ 3-4 years college ___ BA/BS degree ___ some graduate work ___ MA/Ph.D./MD/etc.

2. What was the primary reason for your decision to attend college? (please select one)
   ___ personal reason ___ advance present career ___ start or prepare for a career (earn degree) ___ career change ___ it was expected of me ___ satisfaction of earning degree ___ other (specify)

_____

3. Rank the following three most <u>important</u> reasons for selecting the Lancaster Campus? (Please mark # 1, 2, etc. - 1 equals most important).
   ___ cost ___ location ___ program availability ___ open admissions ___ received financial aid ___ convenient class schedule (evening, weekends, etc.) ___ other (please specify)

_____

4. a. Was the Lancaster Campus your first choice ___ yes (go to B5) ___ no

   b. If not, what is the name of your first choice school? _____

5. What is your primary educational goal at this time? (please select one)
   ___ to take a course or two for personal enrichment/growth/pleasure.
   ___ to complete a diploma program (less than 1 year).
   ___ to complete courses for a certificate (1 year career program).
   ___ to complete courses for transfer but not earn an AA degree.
   ___ to complete an AA degree for specific skills.
   ___ to complete an AA degree for transfer.
   ___ to complete an AA for personal enrichment, growth, pleasure.
   ___ other (please specify) _____

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6. Has your educational goal changed since enrolling at the Lancaster Campus of HACC? ___ yes ___ no

7. How many credits are you currently enrolled for? ___ 1-3 credits ___ 4-6 credits ___ 7-9 credits ___ 10-11 credits ___ 12 or more credits

8. Do you agree that the cost of attending the Lancaster Campus is reasonable?
___ strongly agree ___ agree ___ neutral ___ disagree ___ strongly disagree

C. Program and Instruction

1. What is your academic major? _____.

2. How long and how frequently would you prefer a three credit course to meet each week?
___ one time for 2 1/2 hours ___ twice for 1 1/4 hours ___ three times for 50 minutes

3. Generally, do you prefer to take classes during: ___ mornings (8-12) ___ afternoons (12-5) ___ evenings (5-10) ___ weekends

4. Generally, how satisfied were you with the number, time, and availability of courses this semester?
___ Very satisfied. The course(s) I needed/wanted was/were available to me.
___ Somewhat satisfied. I was able to enroll in my first choice course(s) for the most part.
___ Somewhat disappointing. I was not able to enroll in my first choice course(s) for the most part.
___ Very disappointing. The course(s) I needed/wanted was/were not available to me.

5. Did your instructor inform you of his/her office hours or when they could be reached outside of class?
___ yes ___ no

6. Do you feel that your instructor(s) have an interest in your academic success? ___ yes ___ no

7. Based on your experience thus far, how would you rate the quality of instruction?
___ excellent ___ good ___ fair ___ poor

8. a. Do you agree that your present course(s) is/are challenging and meeting both your expectations and educational goals? ___ strongly agree (go to #C9a) ___ agree (go to #C9a) ___ neutral (go to #C9a) ___ disagree ___ strongly disagree

b. If you disagree, why? (check one) ___ poor instruction ___ course content weak or inappropriate ___ support materials weak or inappropriate (e.g. text, computer video) ___ other (specify)

_____

9. Other course related components are also important to academic success. Please rate the following:

	Excellent	Good	Fair	Poor
a. Faculty assistance outside of class	_____	___	___	___
b. Course resources (text, syllabus, etc.)	_____	___	___	___
c. Library resources	_____	___	___	___
d. Counseling	_____	___	___	___

e. Other (specify) _____

_____

10. Do you feel that evaluation of faculty at the end of the semester is worthwhile and accomplished in a fair manner? ___ yes ___ no ___ don't know/does not apply

D. Student Services

1. a. Did you encounter any difficulties in the admissions process? ___ yes ___ no (go to #D2)

b. If yes, did you experience problems with:

lost materials (application, transcript, etc.)	___ yes	___ no
receiving wrong information from college staff	___ yes	___ no
scheduling the English/Math Placement Test	___ yes	___ no
transferring courses/credits from another institution	___ yes	___ no

___ Other (please specify) _____

2. Did you participate in the college orientation program? ___ yes ___ no

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3. a. Did you meet with a counselor for academic advising, personal counseling, career/transfer option, etc?
___ yes ___ no (go to #4a)

b. If yes, how satisfied were you with the service received? ___ very satisfied ___ satisfied

___ neutral ___ not satisfied Please feel free to comment _____

_____

4. a. Did you complete the registration process for the first time this semester? ___ yes ___ no
b. Were you satisfied with the registration process? ___ yes ___ no
c. Some of the common problems/requirements associated with registration are listed below. Please indicate whether you:

encountered closed or cancelled section(s)	___ yes	___ no
did not have required counselor/faculty signature	___ yes	___ no
did not have required English/Math Placement Test completed	___ yes	___ no
did not have required prerequisite course completed	___ yes	___ no

other problems/concerns (specify) _____

5. How satisfied were you with the following services?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
a. Financial Aid					
b. Veterans Affairs					
c. Store Services (e.g. books)					
d. Business Office (student accounts)					
e. Records (transfer evaluations/ transcript/grades)					
f. Other (please specify)					

_____

_____

6. a. The current student activity fee supports many student and academic functions throughout the college. Are you aware of the programs/activities receiving your support? ___ yes ___ no

b. Are there additional programs/services which you would like to see supported ___ yes ___ no (go to #E1)

c. If yes, which one(s)? (specify)_____

E. Campus Facilities

1. How satisfied are you with the following campus facilities and items related to physical environment?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply
a. Availability of parking/ condition of parking lot						
b. Security and safety measures (e.g. lighting, security)						
c. Condition and space available in classrooms/labs						
d. Library/study areas outside of the classroom						
e. Meeting area for socializing, snacking, relaxing, etc.						
f. Counseling/administrative space (e.g. registration, financial aid)						
g. Physical Education/gym						
h. Meeting place to meet with faculty outside of class						
i. Other (specify below)						

_____

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2. What changes/additions/improvements would you like to see the Lancaster Campus undertake in its physical plant (facility) to enhance your education experience? (specify) _____.

_____.

F. General

1. Have you experienced prejudicial attitudes because of your:

a. religion	___ yes	___ no	d. national origin	___ yes	___ no
b. gender	___ yes	___ no	e. sexual orientation	___ yes	___ no
c. ethnic/race	___ yes	___ no	f. disability	___ yes	___ no

2. If yes, your prejudicial experience was with:

a. students	___ yes	___ no
b. faculty	___ yes	___ no
c. college staff	___ yes	___ no

3. If yes, to what degree has this experience hindered you from attaining your educational goals? (check one) ___very significant degree ___ moderate degree ___ small degree ___ not at all

4. a. Overall, do you feel that the college faculty and/or staff are accessible to you when you encounter a problem or have other concerns which must be addressed? ___ yes ___ no

   b. Comments _____

5. a. In general, do you feel that the Lancaster Campus faculty/staff have provided the required services and support to help you adjust to the demands of college life? ___ yes (go to #6) ___ no

   b. If not, what improvements/changes would you like to see take place? _____

   _____

6. Overall, do you feel that the campus environment and its staff nurtures your personal growth and provide an atmosphere conducive to your intellectual development?

   ___ Yes, my experience at the Lancaster Campus has generally been rewarding
   ___ Uneven, I have encountered both positive and negative experiences at the College
   ___ No, my experience at the Lancaster Campus has generally been disappointing

7. Feel free to write any additional comments, suggestions, and/or concerns you may have regarding your educational experience at the Lancaster Campus.

   _____

   _____

   _____

Thank you for your cooperation.

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APPENDIX C

COURSES SELECTED FOR SURVEY

COURSE	MEETING DAYS	MEETING TIMES	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Accounting 101	Saturday	9:00 am	16	2.6%	2.6%
Accounting 102	MWF	9:00 am	26	4.3%	6.9%
Accounting 102	M	6:00 pm	21	3.4%	10.3%
Business 101	TTH	1:40 pm	14	2.3%	12.6%
Comp Info Sys 105	MWF	9:00 am	14	2.3%	14.9%
*Management 121	TH	6:00 pm	13	2.1%	17.0%
English 051	MW	7:00 pm	18	2.9%	20.0%
English 101	TTH	10:50 am	21	3.4%	23.4%
English 102	TTH	12:15 pm	19	3.1%	26.5%
*Humanities 101	W	6:00 pm	24	3.9%	30.4%
Philosophy 101	MWF	1:00 pm	27	4.4%	34.9%
Speech 101	MWF	9:00 am	23	3.8%	38.6%
Speech 101	Saturday	9:00 am	14	2.3%	40.9%
*Speech 101	W	6:00 pm	11	1.8%	42.7%
Biology 103	TTH	9:25 am	29	4.7%	47.5%
Biology 103	W	6:00 pm	23	3.8%	51.2%
Biology 111	MW	6:00 pm	18	2.9%	54.2%
*Biology 122	MW	6:00 pm	12	2.0%	56.1%
Math 010	MWF	11:00 am	19	3.1%	59.2%
Math 020	MW	5:30 pm	26	4.3%	63.5%
Math 051	TTH	10:50 am	27	4.4%	67.9%
Math 103	TTH	5:30 pm	12	2.0%	69.9%
Math 202	TTH	12:15 pm	15	2.5%	72.3%
Gov't & Pol 202	TTH	3:05 pm	14	2.3%	74.6%
Para Legal 102	M	6:00 pm	17	2.8%	77.4%
Psychology 101	MWF	8:00 am	26	4.3%	81.7%
Psychology 101	Saturday	8:00 am	26	4.3%	85.9%
Sociology 201	TTH	8:00 am	29	4.7%	90.7%
*Sociology 201	T	6:00 pm	18	2.9%	93.6%
Criminal Justice 105	MWF	1:00 pm	18	2.9%	96.6%
Criminal Justice 212	W	6:00 pm	12	2.0%	98.5%
Human Develop 282	T	6:00 pm	9	1.5%	100.0%
TOTALS			611	100.0%	

*Off-Campus Site

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APPENDIX D

harrisburg area community college memo

TO: Mike Klunk

FROM: Glen Lum

DATE: December 16, 1992

SUBJECT: Middle States Survey

Since a Student Needs/Attitude Survey was requested by Middle States for each of the branch campuses, plans have been made to distribute, administer, collect, and analyze the questionnaire. The Research Office will do all statistical analysis and write the initial draft of the report for each campus. However, we require your assistance to distribute and collect the surveys. The following schedule should be adhered to:

December 23 — Review/edit of survey and accompanying letter of instruction to all teachers must be returned to Research Office. See attached.

By January 22 — All survey packets/envelopes will be sent from Research to the Dean of each branch campus. The Research Office will select courses to be surveyed and package the required number of questionnaires. Each packet/envelope will have the name of course, section #, meeting days and times and if available, the name of the instructor on the front. The envelopes will contain a letter from you to each instructor plus the questionnaire themselves (see draft of letter). It is the branch campus' responsibility to insure that surveys are distributed, administered by deadline, and returned to the Research Office. **Please** distribute survey **as soon as possible** but no later than **January 29th.**

All surveys should have been delivered to the selected courses identified by the Research Office. A list of the courses is attached. You may want to keep the list and use it for checking off the envelopes as they are returned. I urge you to assign one staff member to collect and track the return of these surveys. All surveys **must** be administered to the selected classes though you need not worry about students who are absent when the actual surveying is done for a specific course. Again, it is **critical** that all courses participate to guard against obtaining a skewed sample.

Week of February 8	Reminder note to faculty who have not returned their surveys. A draft is attached. Please note that February 19 is the due date.
February 19	All packets of surveys due in your office. You need not sort out the used and unused copies in each envelope. However, you **must** check to insure all sections have completed and returned surveys. Please contact any instructor who failed to conduct and return the survey during the week of February 22. Again, it is **vital that all surveys are completed and returned.**
Week of March 1	All survey packets should be returned to Research Office.

I plan to format, input, and analyze the data during the latter part of spring semester (March/April) if time permits. The actual reports will likely be written during the late spring/summer timeframe if all goes well. I will submit draft to you and will of course welcome comments and possible editorial changes. Currently, I plan to write the Lebanon draft first but it will depend on when surveys are received.

If you recall, the actual survey was first completed in 1991 after going through multiple drafts and approval by Academic Council. Please review and make any last minute changes (if any) as soon as possible as I have set December 23rd as the deadline date before final draft is printed and sent to duplicating.

The information gained has value only if the campuses employ it as an avenue to identify and correct areas of weaknesses and to initiate new programs and services. I believe it is an excellent method for HACC to become a "Student Center Learning" institution. Feel free to call if there are questions (2369) and thanks for your help and support with this worthwhile project.

Attachments

APPENDIX E

January 25, 1993

Class _____

Section # _____

Meeting Time _____

Dear Lancaster Faculty:

The Lancaster Campus of Harrisburg Area Community College is required to measure students' needs and satisfaction of their educational experience as part of the Middle States Association accrediting process. To accomplish this, the Lancaster Campus requests your assistance and cooperation in the distribution, administration, and return of the enclosed survey.

The survey should take 15 to 20 minutes to complete and all students in the selected class should be asked to give their response. Since the report generated from the data gained in this survey is based on a stratified sample, you must administer the instrument to only the course listed on the top right hand corner of this page. You need not worry about the few students who are absent the day you administer the survey but all students present must respond.

Please advise your students that **no** individual will be identified and responses will be reported in **aggregate** form only. To insure that the Lancaster Campus can report to Middle States in a timely fashion, your surveys **must be returned** to my office no later than **February 19, 1993.**

Again, it is **vital** that the Lancaster Campus provide this information and this affords our students an opportunity to voice their opinions and suggestions. A return envelope is enclosed for your convenience.

Feel free to contact me should you have any questions (295-2975). Thank you for participating in this important project.

Sincerely,

Michael Klunk

Michael Klunk
Dean, Lancaster Campus

APPENDIX F

LANCASTER CAMPUS
HARRISBURG AREA
COMMUNITY COLLEGE

Faculty Administering Survey

Mike Klunk MK

February 8, 1993

Student Needs Survey

Just a short note to remind you that all "Student Needs Surveys" must be completed and returned to my office by February 19. The survey is required by HACC's accrediting agency, the Middle States Association, and each of the branch campuses must the complete a report from the data obtained in the questionnaire.

Feel free to contact me should you have any questions or concerns.

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX G

COURSES SELECTED FOR SURVEY

COURSE	MEETING DAYS	MEETING TIMES	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Accounting 101	Saturday	9:00 am	16	2.6%	2.6%
Accounting 102	MWF	9:00 am	26	4.3%	6.9%
Accounting 102	M	6:00 pm	21	3.4%	10.3%
Business 101	TTH	1:40 pm	14	2.3%	12.6%
Comp Info Sys 105	MWF	9:00 am	14	2.3%	14.9%
*Management 121	TH	6:00 pm	13	2.1%	17.0%
English 051	MW	7:00 pm	18	2.9%	20.0%
English 101	TTH	10:50 am	21	3.4%	23.4%
English 102	TTH	12:15 pm	19	3.1%	26.5%
*Humanities 101	W	6:00 pm	24	3.9%	30.4%
Philosophy 101	MWF	1:00 pm	27	4.4%	34.9%
Speech 101	MWF	9:00 am	23	3.8%	38.6%
Speech 101	Saturday	9:00 am	14	2.3%	40.9%
*Speech 101	W	6:00 pm	11	1.8%	42.7%
Biology 103	TTH	9:25 am	29	4.7%	47.5%
Biology 103	W	6:00 pm	23	3.8%	51.2%
Biology 111	MW	6:00 pm	18	2.9%	54.2%
*Biology 122	MW	6:00 pm	12	2.0%	56.1%
Math 010	MWF	11:00 am	19	3.1%	59.2%
Math 020	MW	5:30 pm	26	4.3%	63.5%
Math 051	TTH	10:50 am	27	4.4%	67.9%
Math 103	TTH	5:30 pm	12	2.0%	69.9%
Math 202	TTH	12:15 pm	15	2.5%	72.3%
Gov't & Pol 202	TTH	3:05 pm	14	2.3%	74.6%
Para Legal 102	M	6:00 pm	17	2.8%	77.4%
Psychology 101	MWF	8:00 am	26	4.3%	81.7%
Psychology 101	Saturday	8:00 am	26	4.3%	85.9%
Sociology 201	TTH	8:00 am	29	4.7%	90.7%
*Sociology 201	T	6:00 pm	18	2.9%	93.6%
Criminal Justice 105	MWF	1:00 pm	18	2.9%	96.6%
Criminal Justice 212	W	6:00 pm	12	2.0%	98.5%
Human Develop 282	T	6:00 pm	9	1.5%	100.0%
TOTALS			611	100.0%	

*Off-Campus Site

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APPENDIX G

ACADEMIC DIVISION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Business	104	17.0%	17.0%
C&A	157	25.7%	42.7%
SNAHPE	83	13.6%	56.3%
MET	98	16.0%	72.3%
SSPSBE	160	26.2%	98.5%
Student Services	9	1.5%	100.0%
TOTALS	**611**	**100.0%**	

CLASS MEETING TIME

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Day (before 5:00 pm)	320	52.4%	52.4%
Evening	157	25.7%	78.1%
Saturday	56	9.2%	87.2%
Off-Campus Evening	78	12.8%	100.0%
TOTALS	**611**	**100.0%**	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

A. DEMOGRAPHIC INFORMATION

QUESTION #A-1 SEX

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Male	241	39.4%	39.4%
Female	370	60.6%	100.0%
TOTALS	611	100.0%	

QUESTION #A-2 AGE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Less Than 20 Years	176	28.8%	28.8%
20-22 Years	162	26.5%	55.3%
23-25 Years	70	11.5%	66.8%
26-29 Years	56	9.2%	76.0%
30-39 Years	106	17.3%	93.3%
Greater/Equal 40 Years	41	6.7%	100.0%
TOTALS	611	100.0%	

Mean Age = 25.14 Years Range 18-63 Years
Median Age = 22 Years

QUESTION #A-3 ETHNIC RACE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
African American	15	2.5%	2.5%
Hispanic	30	4.9%	7.4%
American Indian	3	.5%	7.9%
Asian	13	2.1%	10.0%
White	545	89.2%	99.2%
Alien	3	.5%	99.7%
Missing/No Response	2	.3%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #A-4 PRESENT EMPLOYMENT STATUS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Work Full-time	259	42.3%	42.3%
Work Part-time	257	42.1%	84.4%
Homemaker	25	4.1%	88.5%
Retired	1	.2%	88.7%
Unemployed	69	11.3%	100.0%
TOTALS	611	100.0%	

QUESTION #A-5 PRESENT WORK HOURS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Days (8-5)	208	34.0%	34.0%
Evenings (3-11)	78	12.8%	46.8%
Nights (11-7)	14	2.3%	49.1%
Varied Schedule	214	35.0%	84.1%
Missing/No Response	97	15.9%	100.0%
TOTALS	611	100.0%	

QUESTION #A-7 NUMBER OF YEARS EMPLOYED

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Less Than 3 Years	225	36.8%	36.8%
3-6 Years	185	30.3%	67.1%
7-9 Years	33	5.4%	72.5%
Greater/Equal 10 Years	72	11.8%	83.3%
Missing/No Response	96	15.7%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX B

QUESTION #A-8A ANNUAL HOUSEHOLD INCOME

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Less Than $10,000	138	22.6%	22.6%
$10-13,000	55	9.0%	31.6%
$13-16,000	24	3.9%	35.5%
$16-19,000	36	5.9%	41.4%
$19-22,000	40	6.5%	47.9%
Greater Than $22,000	215	35.2%	83.1%
Missing/No Response	103	16.9%	100.0%
TOTALS	611	100.0%	

QUESTION #A-8B EMPLOYER COVERED COST OF CLASS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	86	14.1%	14.1%
No	426	69.7%	83.8%
Missing/No Response	99	16.2%	100.0%
TOTALS	611	100.0%	

QUESTION #A-9A MILES TRAVELED TO CLASS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Less/Equal 5 Miles	171	28.0%	28.0%
6-10 Miles	206	33.6%	61.6%
11-15 Miles	122	20.0%	81.6%
16-20 Miles	67	11.0%	92.6%
Greater Than 20 Miles	41	6.7%	99.3%
Missing/No Response	4	.7%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #A-9B COME TO CLASS FROM WHAT LOCATION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Home	489	80.0%	80.0%
Work	116	19.0%	99.0%
Other	3	.5%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

B. EDUCATION BACKGROUND AND GOALS

QUESTION #B-1 PRESENT EDUCATIONAL ATTAINMENT

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
No High School Diploma	4	.7%	.7%
High School Graduate	280	45.7%	46.4%
1-2 Years College	269	44.0%	90.4%
3-4 Years College	36	5.9%	96.3%
BA/BS Degree	14	2.3%	98.6%
Some Graduate Work	4	.7%	99.3%
MA/Ph.D./MD/etc.	3	.5%	99.8%
Missing/No Response	1	.2%	100.0%
TOTALS	611	100.0%	

QUESTION #B-2 PRIMARY REASON - ATTEND COLLEGE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Personal	37	6.1%	6.1%
Advance Career	64	10.5%	16.6%
Start Career	406	66.4%	83.0%
Career Change	49	8.0%	91.0%
Expected of Me	6	1.0%	92.0%
Satisfaction Earning AA	33	5.4%	97.4%
Other	10	1.6%	99.0%
Missing/No Response	6	1.0%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX B

QUESTION #B-3A IMPORTANT REASON SELECTING LCCC - COST

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	461	75.5%	75.5%
No	147	24.1%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #B-3B IMPORTANT REASON SELECTING LCCC - LOCATION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	461	75.5%	75.5%
No	147	24.1%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #B-3C IMPORTANT REASON SELECTING LCCC - PROGRAM

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	197	32.2%	32.2%
No	411	67.3%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #B-3D IMPORTANT REASON SELECTING LCCC - OPEN ADMISSIONS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	219	35.8%	35.8%
No	389	63.7%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #B-3E IMPORTANT REASON SELECTING LCCC - FINANCIAL AID

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	52	8.5%	8.5%
No	556	91.0%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #B-3F IMPORTANT REASON SELECTING LCCC - CLASS SCHEDULE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	228	37.3%	37.3%
No	380	62.2%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #B-3G IMPORTANT REASON SELECTING LCCC - OTHER

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	33	5.4%	5.4%
No	575	94.1%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #B-4 LANCASTER CAMPUS FIRST CHOICE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	413	67.6%	67.6%
No	193	31.6%	99.2%
Missing/No Response	5	.8%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #B-5 PRIMARY EDUCATIONAL GOAL AT THIS TIME

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Take a Course	31	5.1%	5.1%
Earn Diploma	12	2.0%	7.1%
Earn Certificate	16	2.6%	9.7%
Transfer, No Degree	190	31.1%	40.8%
AA Career	138	22.6%	63.4%
AA Transfer	196	32.0%	95.4%
AA Personal	21	3.4%	98.8%
Other	4	.7%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #B-6 CHANGED EDUCATIONAL GOAL

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	127	20.8%	20.8%
No	477	78.1%	98.9%
Missing/No Response	7	1.1%	100.0%
TOTALS	611	100.0%	

QUESTION #B-7 CURRENT CREDIT ENROLLMENT

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
1-3 Credits	122	20.0%	20.0%
4-6 Credits	118	19.3%	39.3%
7-9 Credits	43	7.0%	46.3%
10-11 Credits	8	1.3%	47.6%
Greater/Equal 12 Credits	315	51.6%	99.2%
Missing/No Response	5	.8%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #B-8 REASONABLE COST

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Strongly Agree	155	25.4%	25.4%
Agree	295	48.3%	73.7%
Neutral	112	18.3%	92.0%
Disagree	32	5.2%	97.2%
Strongly Disagree	12	2.0%	99.2%
Missing/No Response	5	.8%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

C. PROGRAM AND INSTRUCTION

QUESTION #C-1 ACADEMIC MAJOR (BY DIVISION)

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Business	143	23.4%	23.4%
C&A	26	4.3%	27.7%
SNAHPE	115	18.8%	46.5%
MET	22	3.6%	50.1%
SSPSBE	208	34.0%	84.1%
Student Services	59	9.7%	93.8%
Missing/No Response	38	6.2%	100.0%
TOTALS	611	100.0%	

QUESTION #C-2 FREQUENCY OF CLASS MEETING

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Once-2 1/2 Hours	156	25.5%	25.5%
Twice-1 1/4 Hours	226	37.0%	62.5%
Three Times-50 Minutes	226	37.0%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #C-3 CLASS TIME PREFERENCE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Morning (8-12)	297	48.6%	48.6%
Afternoon (12-5)	108	17.7%	66.3%
Evenings (5-10)	188	30.8%	97.1%
Weekends	16	2.6%	99.7%
Missing/No Response	2	.3%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #C-4 SATISFIED WITH CLASS TIME, AVAILABILITY, AND NUMBER

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	238	39.0%	39.0%
Somewhat Satisfied	273	44.7%	83.7%
Somewhat Disappointed	79	12.9%	96.6%
Very Disappointed	21	3.4%	100.0%
TOTALS	611	100.0%	

QUESTION #C-5 INFORMED OF FACULTY OFFICE HOURS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	598	97.9%	97.9%
No	13	2.1%	100.0%
TOTALS	611	100.0%	

QUESTION #C-6 FACULTY INTERESTED IN YOUR SUCCESS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	576	94.3%	94.3%
No	32	5.2%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #C-7 RATE QUALITY OF INSTRUCTION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Excellent	187	30.6%	30.6%
Good	347	56.7%	87.3%
Fair	72	11.8%	99.1%
Poor	4	.7%	99.8%
Missing/No Response	1	.2%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #C-8A COURSES CHALLENGING AND MEETING YOUR GOALS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Strongly Agree	184	30.1%	30.1%
Agree	354	57.9%	88.0%
Neutral	53	8.7%	96.7%
Disagree	9	1.5%	98.2%
Strongly Disagree	8	1.3%	99.5%
Missing/No Response	3	.5%	100.0%
TOTALS	611	100.0%	

QUESTION #C-8B COURSES NOT CHALLENGING

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Poor Instruction	12	2.0%	2.0%
Weak Course	7	1.1%	3.1%
Other	2	.3%	3.4%
Missing/No Response	590	96.6%	100.0%
TOTALS	611	100.0%	

QUESTION #C-9A RATE FACULTY ASSISTANCE OUTSIDE OF CLASS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Excellent	127	20.8%	20.8%
Good	365	59.7%	80.5%
Fair	76	12.4%	92.9%
Poor	6	1.0%	93.9%
Missing/No Response	37	6.1%	100.0%
TOTALS	611	100.0%	

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APPENDIX H

QUESTION #C-9B RATE COURSE RESOURCES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Excellent	131	21.4%	21.4%
Good	378	61.9%	83.3%
Fair	75	12.3%	95.6%
Poor	7	1.1%	96.7%
Missing/No Response	20	3.3%	100.0%
TOTALS	611	100.0%	

QUESTION #C-9C RATE LIBRARY RESOURCES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Excellent	58	9.5%	9.5%
Good	205	33.6%	43.1%
Fair	208	34.0%	77.1%
Poor	90	14.7%	91.8%
Missing/No Response	50	8.2%	100.0%
TOTALS	611	100.0%	

QUESTION #C-9D RATE COUNSELING SERVICES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Excellent	82	13.4%	13.4%
Good	270	44.2%	57.6%
Fair	144	23.6%	81.2%
Poor	33	5.4%	86.6%
Missing/No Response	82	13.4%	100.0%
TOTALS	611	100.0%	

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APPENDIX H

QUESTION #C-9E RATE "OTHER" SERVICES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Excellent	2	1.6%	1.6%
Good	3	.8%	2.4%
Fair	5	.5%	2.9%
Poor	10	.3%	3.2%
Missing/No Response	591	96.8%	100.0%
TOTALS	611	100.0%	

QUESTION #C-10 FACULTY EVALUATION WORTHWHILE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	380	62.2%	62.2%
No	59	9.7%	71.9%
Don't Know	162	26.5%	98.4%
Missing/No Response	10	1.6%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

D. STUDENT SERVICES

QUESTION #D-1A DIFFICULTIES DURING ADMISSIONS PROCESS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	78	12.8%	12.8%
No	533	87.2%	100.0%
TOTALS	611	100.0%	

QUESTION #D-1B LOST MATERIAL

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	26	4.3%	4.3%
No	69	11.3%	15.6%
Missing/No Response	516	84.4%	100.0%
TOTALS	611	100.0%	

QUESTION #D-1C RECEIVED WRONG INFORMATION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	38	6.2%	6.2%
No	59	9.7%	15.9%
Missing/No Response	514	84.1%	100.0%
TOTALS	611	100.0%	

QUESTION #D-1D PROBLEM SCHEDULING PLACEMENT TEST

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	10	1.6%	1.6%
No	83	13.6%	15.2%
Missing/No Response	518	84.8%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #D-1E PROBLEMS RELATED TO COURSE TRANSFER

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	15	2.5%	2.5%
No	81	13.3%	15.8%
Missing/No Response	515	84.2%	100.0%
TOTALS	611	100.0%	

QUESTION #D-1F "OTHER" PROBLEMS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	18	2.9%	2.9%
No	1	.2%	3.1%
Missing/No Response	592	96.9%	100.0%
TOTALS	611	100.0%	

QUESTION #D-2 PARTICIPATED IN ORIENTATION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	235	38.5%	38.5%
No	367	60.0%	98.5%
Missing/No Response	9	1.5%	100.0%
TOTALS	611	100.0%	

QUESTION #D-3A MET WITH COUNSELOR

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	506	82.8%	82.8%
No	104	17.0%	99.8%
Missing/No Response	1	.2%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #D-3B RATE ADMISSIONS COUNSELOR

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	128	21.0%	21.0%
Satisfied	215	35.2%	56.2%
Neutral	90	14.7%	70.9%
Not Satisfied	54	8.8%	79.7%
Missing/No Response	124	20.3%	100.0%
TOTALS	611	100.0%	

QUESTION #D-4A COMPLETED REGISTRATION FIRST TIME

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	194	31.8%	31.8%
No	412	67.4%	99.2%
Missing/No Response	5	.8%	100.0%
TOTALS	611	100.0%	

QUESTION #D-4B SATISFIED WITH REGISTRATION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	508	83.1%	83.1%
No	59	9.7%	92.8%
Missing/No Response	44	7.2%	100.0%
TOTALS	611	100.0%	

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APPENDIX H

QUESTION #D-4C REGISTRATION PROBLEM - CLOSED CLASSES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	177	29.0%	29.0%
No	346	56.6%	85.6%
Missing/No Response	88	14.4%	100.0%
TOTALS	611	100.0%	

QUESTION #D-4D REGISTRATION PROBLEM - NO COUNSELOR SIGNATURE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	52	8.5%	8.5%
No	456	74.6%	83.1%
Missing/No Response	103	16.9%	100.0%
TOTALS	611	100.0%	

QUESTION #D-4E REGISTRATION PROBLEM - PLACEMENT TEST

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	72	11.8%	11.8%
No	437	71.5%	83.3%
Missing/No Response	102	16.7%	100.0%
TOTALS	611	100.0%	

QUESTION #D-4F REGISTRATION PROBLEM - NO PREREQUISITE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	55	9.0%	9.0%
No	442	72.3%	81.3%
Missing/No Response	114	18.7%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #D-4G REGISTRATION PROBLEM - "OTHERS"

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	17	2.8%	2.8%
No	32	5.2%	8.0%
Missing/No Response	562	92.0%	100.0%
TOTALS	611	100.0%	

QUESTION #D-5A RATE FINANCIAL AID OFFICE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	62	10.2%	10.2%
Satisfied	111	18.2%	28.4%
Neutral	250	40.9%	69.3%
Dissatisfied	46	7.5%	76.8%
Very Dissatisfied	29	4.7%	81.5%
Missing/No Response	113	18.5%	100.0%
TOTALS	611	100.0%	

QUESTION #D-5B RATE VETERANS AFFAIRS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	14	2.3%	2.3%
Satisfied	48	7.9%	10.2%
Neutral	324	53.1%	63.3%
Dissatisfied	7	1.1%	64.4%
Very Dissatisfied	7	1.1%	65.5%
Missing/No Response	211	34.5%	100.0%
TOTALS	611	100.0%	

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APPENDIX H

QUESTION #D-5C RATE STORE SERVICES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	81	13.3%	13.3%
Satisfied	260	42.5%	55.8%
Neutral	131	21.4%	77.2%
Dissatisfied	77	12.6%	89.8%
Very Dissatisfied	25	4.1%	93.9%
Missing/No Response	37	6.1%	100.0%
TOTALS	611	100.0%	

QUESTION #D-5D RATE BUSINESS OFFICE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	61	10.0%	10.0%
Satisfied	231	37.8%	47.8%
Neutral	196	32.1%	79.9%
Dissatisfied	35	5.7%	85.6%
Very Dissatisfied	18	2.9%	88.5%
Missing/No Response	70	11.5%	100.0%
TOTALS	611	100.0%	

QUESTION #D-5E RATE RECORDS OFFICE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	58	9.5%	9.5%
Satisfied	219	35.8%	45.3%
Neutral	174	28.5%	73.8%
Dissatisfied	35	5.7%	79.5%
Very Dissatisfied	12	2.0%	81.5%
Missing/No Response	113	18.5%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #D-5F RATE "OTHER" OFFICES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	1	.2%	.2%
Satisfied	1	.2%	.4%
Neutral	3	.5%	.9%
Dissatisfied	14	2.3%	3.2%
Very Dissatisfied	7	1.1%	4.3%
Missing/No Response	585	95.7%	100.0%
TOTALS	611	100.0%	

QUESTION #D-6A AWARE OF STUDENT ACTIVITY FEE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	111	18.2%	18.2%
No	487	79.7%	97.9%
Missing/No Response	13	2.9%	100.0%
TOTALS	611	100.0%	

QUESTION #D-6B ADD MORE PROGRAMS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	78	12.8%	12.8%
No	399	65.3%	78.1%
Missing/No Response	134	21.9%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

E. CAMPUS FACILITIES

QUESTION #E-1A RATE PARKING/PARKING LOT

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	66	10.7%	10.7%
Satisfied	293	48.0%	58.7%
Neutral	136	22.3%	81.0%
Dissatisfied	68	11.1%	92.1%
Very Dissatisfied	34	5.6%	97.7%
Does Not Apply	12	2.0%	99.7%
Missing/No Response	2	.3%	100.0%
TOTALS	611	100.0%	

QUESTION #E-1B RATE SECURITY AND SAFETY MEASURES

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	86	14.1%	14.1%
Satisfied	313	51.2%	65.3%
Neutral	130	21.3%	86.6%
Dissatisfied	43	7.0%	93.6%
Very Dissatisfied	16	2.6%	96.2%
Does Not Apply	17	2.8%	99.0%
Missing/No Response	6	1.0%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #E-1C RATE CONDITION OF CLASSROOMS AND LABS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	56	9.2%	9.2%
Satisfied	303	49.5%	58.7%
Neutral	136	22.3%	81.0%
Dissatisfied	90	14.7%	95.7%
Very Dissatisfied	20	3.3%	99.0%
Does Not Apply	4	.7%	99.7%
Missing/No Response	2	.3%	100.0%
TOTALS	611	100.0%	

QUESTION #E-1D RATE LIBRARY AND STUDY AREAS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	43	7.0%	7.0%
Satisfied	225	36.8%	43.8%
Neutral	163	26.7%	70.5%
Dissatisfied	103	16.9%	87.4%
Very Dissatisfied	42	6.9%	94.3%
Does Not Apply	27	4.4%	98.7%
Missing/No Response	8	1.3%	100.0%
TOTALS	611	100.0%	

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APPENDIX H

QUESTION #E-1E RATE SNACKING AND SOCIALIZING AREA

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	63	10.3%	10.3%
Satisfied	285	46.6%	56.9%
Neutral	157	25.8%	82.7%
Dissatisfied	63	10.3%	93.0%
Very Dissatisfied	13	2.1%	95.1%
Does Not Apply	23	3.8%	98.9%
Missing/No Response	7	1.1%	100.0%
TOTALS	611	100.0%	

QUESTION #E-1F RATE COUNSELING SPACE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	40	6.5%	6.5%
Satisfied	290	47.5%	54.0%
Neutral	202	33.1%	87.1%
Dissatisfied	30	4.9%	92.0%
Very Dissatisfied	7	1.1%	93.1%
Does Not Apply	30	4.9%	98.0%
Missing/No Response	12	2.0%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #E-1G RATE PHYSICAL EDUCATION/GYM

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	13	2.1%	2.1%
Satisfied	56	9.2%	11.3%
Neutral	199	32.6%	43.9%
Dissatisfied	49	8.0%	51.9%
Very Dissatisfied	44	7.2%	59.1%
Does Not Apply	189	30.9%	90.0%
Missing/No Response	61	10.0%	100.0%
TOTALS	611	100.0%	

QUESTION #E-1H RATE FACULTY MEETING AREA

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Very Satisfied	25	4.1%	4.1%
Satisfied	162	26.5%	30.6%
Neutral	247	40.4%	71.0%
Dissatisfied	58	9.5%	80.5%
Very Dissatisfied	9	1.5%	82.0%
Does Not Apply	71	11.6%	93.6%
Missing/No Response	39	6.4%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX H

QUESTION #E-1I RATE "OTHER" AREAS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Satisfied	2	.3%	.3%
Neutral	5	.8%	1.1%
Dissatisfied	4	.7%	1.8%
Very Dissatisfied	7	1.1%	2.9%
Does Not Apply	8	1.3%	4.2%
Missing/No Response	585	95.8%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

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F. GENERAL

QUESTION #F-1A PREJUDICIAL ATTITUDES DUE TO RELIGION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	11	1.8%	1.8%
No	591	96.7%	98.5%
Missing/No Response	9	1.5%	100.0%
TOTALS	611	100.0%	

QUESTION #F-1B PREJUDICIAL ATTITUDES DUE TO GENDER

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	11	1.8%	1.8%
No	591	96.7%	98.5%
Missing/No Response	9	1.5%	100.0%
TOTALS	611	100.0%	

QUESTION #F-1C PREJUDICIAL ATTITUDES DUE TO ETHNIC/RACE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	11	1.8%	1.8%
No	591	96.7%	98.5%
Missing/No Response	9	1.5%	100.0%
TOTALS	611	100.0%	

QUESTION #F-1D PREJUDICIAL ATTITUDES DUE TO NATIONAL ORIGIN

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	5	.8%	.8%
No	595	97.4%	98.2%
Missing/No Response	11	1.8%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

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QUESTION #F-1E PREJUDICIAL ATTITUDES DUE TO SEXUAL ORIENTATION

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	5	.8%	.8%
No	594	97.2%	98.0%
Missing/No Response	12	2.0%	100.0%
TOTALS	611	100.0%	

QUESTION #F-1F PREJUDICIAL ATTITUDES DUE TO DISABILITY

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	4	.7%	.7%
No	594	97.2%	97.9%
Missing/No Response	13	2.1%	100.0%
TOTALS	611	100.0%	

QUESTION #F-2A PREJUDICIAL EXPERIENCE WITH STUDENTS

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	17	2.8%	2.8%
No	100	16.4%	19.2%
Missing/No Response	494	80.8%	100.0%
TOTALS	611	100.0%	

QUESTION #F-2B PREJUDICIAL EXPERIENCE WITH FACULTY

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	11	1.8%	1.8%
No	105	17.2%	19.0%
Missing/No Response	495	81.0%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

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QUESTION #F-2C PREJUDICIAL EXPERIENCE WITH COLLEGE STAFF

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	5	.8%	.8%
No	109	17.9%	18.7%
Missing/No Response	497	81.3%	100.0%
TOTALS	611	100.0%	

QUESTION #F-3 PREJUDICIAL EXPERIENCE HINDERED ATTAINMENT OF EDUCATIONAL GOAL

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Significant Degree	7	1.1%	1.1%
Moderate Degree	13	2.1%	3.2%
Small Degree	10	1.6%	4.8%
Not At All	58	9.6%	14.4%
Missing/No Response	523	85.6%	100.0%
TOTALS	611	100.0%	

QUESTION #F-4 COLLEGE FACULTY/STAFF ACCESSIBLE

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	511	83.6%	83.6%
No	50	8.2%	91.8%
Missing/No Response	50	8.2%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

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QUESTION #F-5 CAMPUS PROVIDED REQUIRED SERVICES AND SUPPORT

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	521	85.2%	85.2%
No	45	7.4%	92.6%
Missing/No Response	45	7.4%	100.0%
TOTALS	611	100.0%	

QUESTION #F-6 CAMPUS NURTURES PERSONAL GROWTH

	FREQUENCY	PERCENT	CUMULATIVE PERCENT
Yes	392	64.1%	64.1%
Uneven	179	29.3%	93.4%
No	4	.7%	94.1%
Missing/No Response	36	5.9%	100.0%
TOTALS	611	100.0%	

LANCASTER CAMPUS STUDENT ATTITUDE/SATISFACTION SURVEY

APPENDIX I
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A. INFORMATION ABOUT YOURSELF

8. b. Will your employer pay for all or part of your education costs this semester?

(yes) Grade must be B or higher

9. a. How many miles do you travel to get to class?

(greater than 20) when at Hempfield

b. Where do you usually come to class from?

Home & Work - There are times that I work in the morning.

Home - then go to work, usually

both home and work (4)

I paint and write in my home as an artist.

varies

both home & work (home for morning classes & work for evening classes)

boyfriends house

home and work (sometimes)

home Classes @ Ephrata High School very convenient!

It depends where class is being held. If it is at a satellite campus, I go there from work. If it is at the Lanc. Campus, I usually go from home.

home and work sometimes for Wed class

From work to home take a shower come to school

B. EDUCATION BACKGROUND AND GOAL

1. At this time, what is your present level of education attainment?

1 yr. tech school

(high school graduate) + some other post-graduation classes

2. What was the primary reason for your decision to attend college?

(start or prepare for a career/other) stay mom's insurance.

would like to go to a 4 year college

to learn and figure out what career I want

to complete my degree from NJ

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to learn, gain knowledge and understanding.

(other) to finish my degree after taking 2 yrs. off

to get my life going in a posative direction, to improve myself

weary of making $6.00 7.00/hr and having potential I wasn't using

(other) moved here

(other) complete prerequisite needed for graduate work

3. Rank the following three most <u>important</u> reasons for selecting the Lancaster Campus?

Wasn't sure what I wanted to do right away

To keep up my credits that I have already received at Lebanon Valley College

to help get my GPA up to transfer to a university

It was a last minute decision and I had to get in before Spring Semester

not offered at present university & needed to graduate

I not sure college is really for me!

(cost/location) SAT scores were not good enough for another school. Transfer

(cost) slow paced for beging

(cost/location/other) transfering in between schools

(cost/location/other) The instructors are always willing to help out anyway they can.

(cost/location) suspendedent from York College for 1 yr.

(cost/location/other) low G.P.A.

(cost/open admissions/other) a good starting point

(cost/location/other) you don't get the I go to (i.e. Millersville) I'm too good for you attitude.

(other/location/open admissions) Lancaster Campus seems to encourage my academic enthusiasm.

(other/location/cost/received financial aid/convenient class schedule/program availability/open admissions) How classes transfer

All

(location/open admissions) only want to go 2 years

APPENDIX I
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(other/location/convenient class schedule) Couldn't get a seat in any other college for this course

(other/location/cost) had to finish 2nd 1/2 of A&P through HACC.

(location/other) previous student good teachers

(other) failed a course at Lebanon Campus & didn't want same prof. (She's the only one who taught the class.)

(open admissions/convenient class schedule/other) I came here to improve my G.P.A. after doing miserably at a private institution

(cost/other) Allows me to work and save money while going to school.

(cost/open admissions/other) transfer all my core courses do another college where I can concentrate on my major - performing arts/theatre

(cost/location/other) good teachers

(cost/location/other) Assoc with HACC

(other/program availability/location/cost/open admissions/convenient class schedule/received financial aid) couldn't get in any where else due to bad high school grades

(location) Not excepted elsewhere

(cost/location) (1) SAT scores were not good enough to get in IUP.

(other/program availability/location) specific areas of study for the career I chos

4. b. **Lancaster Campus first choice, if not, what is the name of your first choice school?**

Dropped out of first choice

hoping to transfer to U Mass. When I get $

Many

Abraham Baldwin, Georgia

Albright

Alvernia College

Bloomsburg University

CCBC

Cecil Community

Central Penn (2)

Clarion University

APPENDIX I
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East Stroudsburg University

Edinboro University

Elizabethtown College (3)

Franklin and Marsall (5)

General Hospital Nursing School

Gettysburg College

Harcum Jr. College

Harrisburg Area Community College (Lebanon)

HACC (Reading Campus?)

Harrisburg Area Community College (Wildwood) (5)

Indiana University of Pennsylvania (3)

Keystone (3)

Kutztown (2)

Lancaster Bible College (2)

Lancaster Consolidated Business School

Lancaster General School of Nursing (4)

Lebanon Valley College (2)

Lock Haven (2)

Mansfield (2)

Messiah College

Miami Dade (2)

Millersville (60)

New York University

Nyack College

Oral Roberts University (2)

PA School of Art and Design (3)

Penn State (12)

Penn State Lancaster

Penn State York (2)

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Shippensburg (11)

Slippery Rock (6)

Tennessee Tech

Towson State (2)

University of The Arts

University of Massachusetts

University of Oregon

University of Pennsylvania

University of Pittsburgh

University of South Florida (2)

University of Utah

Wake Forest University

Walt Disney World - Culinary Apprenticeship Program

Weidner

West Chester (5)

York College (6)

York Tech

5. What is your primary educational goal at this time?

(other) Receive a associate degree chef apprenticeship

(other) 2 year Associates in Accounting and possibly transfer and go to BA!

(other) want to get another bachelor degree (transfer)

(other) to transfer to MU

(other) to complete courses for future use as needed

(other) transfer credits to graduate from M.U. in May

(other) to take courses and go to Millersville

(other) to complete AA degree - transfer later on

(other) to complete & earn degree in RN nursing by going to main campus after 1 year here

(other) to complete general ed courses for transfer to earn BA.

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(other) would like to go into medical field-schooling offered at hospital.

(other) start a career

(complete an AA degree for transfer/other) My goal is to go immediately from BS to graduate studies to master's, then work toward Ph.D at a slower pace

(other) Dental Hygiene degree

(other) preparation for masters program

(other) Remedial Work

(other) to complete courses for transfer & earn associate degree

(other) to transfer

(other) complete prerequisite for grad school

(other) (to become president of the United States)

(other) Associate Degree in Engineering

(other) transfer courses to Millersville University

(other) take required courses to enter AD program 1-2 subjects at a time

(other) transfer credits towards b.s.

(other) Nursing (RN)

(other) get degree

8. Do you agree that the cost of attending the Lancaster Campus is reasonable?

(strongly agree) Not the books!

(disagree) We pay as much as Millv. per credit & have nothing

(disagree) The cost of tuition has risen to the point where it is getting difficult for me to afford it. I am not eligible for Financial Aid, even though I make under $12K a year!

(agree) Why is main campus cheaper

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C. PROGRAM AND INSTRUCTION

2. How long and how frequently would you prefer a three credit course to meet each week?

No different to me

(twice for 1 1/4 hours & three times for 50 minutes) I like both

doesn't matter (2)

3. Generally, do you prefer to take classes during:

(afternoons) if work schedule would allow

(evenings) only because I work

(evenings) because of work

4. Generally, how satisfied were you with the number, time, and availability of courses this semester?

(somewhat disappointing) (class cancel)

(very disappointing) It seems like the schedules of those working F/T were disregarded this semester. I would have enrolled in more courses if they weren't all held in the mid-morning or mid-afternoon!

(somewhat disappointing) Very limited choice of my major classes

I need to take Eng. Com.-But I work on M&W nights please schedule it another night.

5. Did your instructor inform you of his/her office hours

(yes) but most teachers @ LACC do not have office?

(yes) counselors-no!

6. Do you feel that your instructor(s) have an interest in your academic success?

(no) some (not all)

Yes and no Some yes, some no

Yes but not all of them

Yes Some

7. Based on your experience thus far, how would you rate the quality of instruction?

(fair) except Dr. Kirchoff, who is excellent.

Excellent except for 1 who is no longer hear. I thank God!

(poor) in this class

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(excellent) I really enjoy psych! - Mr. Reichard is an excellent instructor!

8. a. Agree that present course(s) is/are challenging and meeting both expectations and educational goals?

(disagree) in this class

b. If you disagree, why?

Go off on a tangent

Certain students in my class are not doing their assignments & are causing the class to fall behind schedule because of their incessant & inane questions that could easily be answered if they would read their text!

Im required to take Algebra courses that I am almost certain I do not need and will not use

(other) Material thus far, already covered in previous schooling

9. Other course related components are also important to academic success
a. Faculty assistance outside of class

N/A thus far

b. Course Resources

Poor due to text purchasing - cost & availability.

c. Library resources

Poor LACC's Resources

(poor) horrible

(poor) Very poor.

none

d. Counseling

(unknown)

none

e. Other

(poor) The people in office don't give same answer twice also - My transcripts were here for 2 months - office kept telling me they were not here! NEVER LOOKED UN SS#

(fair) cost of textbooks are too expensive

LACC needs its own building

Poor - placement of large classes of 30 or more student's in a small

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croweded room.

quiet study

Haven't needed yet.

Ladies in the office could treat students with more respect and do it more pleasantly!

This is my 3rd year so the courses I need to take are not available in a 2 yr. school

I think with the cost of courses the text books should not put a strain on your wallet.

happy medium

(poor) instruction time-is often shortened.

N/A - Never used these components

need more space, general organization

Books are too expensive

People weren't very helpful, and also kind of rude.

Library is to small! You have to send away for a book or article you want

(excellent) Admission

I'm not sure about the questions in a, b, or d.

Question marks (a. & d.) indicate, I have never used service.

I'm not sure I haven't use any of the facilities yet

more full time teachers would be helpful

Have yet to use other resources (Library, Counseling)

I was very disappointed by the performance of the financial aid department and communication between Lancaster & Harrisburg.

*Library is a joke. Couselor seemed to know little specifically about the Paralegal Cert. program. She pretty much parroted only what was in the catalog. When I asked about the value of specific electives she couldn't help me. Also I felt pressured to sign up for an associates degree which I feel that I don't need & don't want.

(other/excellent) class sizes

they all are very nice and cooperative

(good/poor) Organization of the campus as far as some clerical things is very bad.

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(other) Never used c or d services

(other) When choosing classes for transfer to Millersville, counselor did not use the library's copy of M'ville's catalog. I was asked if I had one and she did not tell me that the school had a copy. Now I am hoping that my credits will transfer.

Whe need more technical courses at this school

Need more study areas - library is to small

(poor) organization of school and loan info

(other) Counseling is not personal enough.

On Campus Food Service - not enough selection

10. Do you feel that evaluation of faculty at the end of the semester is worthwhile and accomplished in a fair manner?

(no) NO PLACE FOR COMMENTS!

Teacher chooses questions to be asked that will make them look good

it should be written by the students.

You need to take evaluations before you decide to ask a teacher back

not when they choose their own questions

Suggestion-Need a place to be able to write comment on teacher evaluation sheet.

Form used does not allow for elaboration of certain points or answers.

Maybe mid-semester so possible changes can be made.

Give space for comments

(Yes) As long as action is taken if faculty member gets a bad evaluation!

(Yes) Sometimes

(yes) except teachers get to pick questions they want to know instead of leaving option open for us to grade

first semester, unfamiliar with process

D. STUDENT SERVICES

1. Encounter any difficulties in admissions process?
b. If yes, did you experience problems with:

(other) slow process

(lost materails) Not HACC Fault

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they gave me a run around about Financial Aid

Financial Aid - Pissed Around!

(other) getting a class cancelled and credit on my credit card promptly - too slow

(other) counselor couldn't answer my questions!

(other) the staff at registration kept telling me to stand in lines without listening to my questions.

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(other) loss of Financial Aid papers

(other) Fin Aid

(other) rudeness

(other) wrong billing

(other) finding out about financial aid

Staff who takes care of these items (lost materials) are often rude, short, and not professional at all.

(receiving wrong information from college staff) yes-Harrisburg Office

(other) financial aid

(other) Proper instruction in reg. procedures & payment schedule

(other) Rigid, unnecessary pre-requisites

(other) Getting financial aid was kind of a hassle (but not too bad)

(other) getting an answer to my ?'s

(other) courses are also being cancelled

(receiving wrong information from college staff) was not told much about the college courses or what was needed

(other) HACC's business office, Did not no how to properly balance & credits students accounts very anoying!

(other) Not enough info, often felt frustrated as though I should know what I did'nt know.

(other) They type of visa I have, let's me go to school only.

(other) lack of information

(other) loss of financial aid papers than loss of loan check for books.

(other) needed a signature for full time

(other) Finacial Aid took forever's

(other) Financial Aid Is Late

2. Did you participate in the college orientation program?

Great Idea!!

3. a. Did you meet with a counselor for academic advising, personal counseling, career/transfer option, etc?

(no) (went to Harrisburg science division)

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(yes) not at this campus

b. If yes, how satisfied were you with the service received?
(not satisfied) advisor wasn't very informative

(very satisfied) Jackie was very pleasant and very helpful to me.

(not satisfied) very impersonal, 1, 2, 3,-next that is what it seems like to me

(neutral) it seemed as if our advisors only knew anything about Millersville or Penn State Harrisburg as far as other schools go

(satisfied) For the most part, I was satisfied, but I feel that I was put in a Math course way to advance.

(neutral) they need to tell what classes are go in transfer to another college.

(neutral) I felt like I was on trial because the courses I selected weren't in my major & I was "questioned" on my choices

(neutral) I felt that they don't have time for the students - and they are very well educated when it came to talking w/the students.

(satisfied) I felt rushed.

(very satisfied) Jackie is great

(neutral) I had a good counsel one time but a few times you brought other counseloers into help that REALLY confussed me.

During scheduling I felt there was not real interest in career options available explained by counselor

(very satisfied) excellent job!

(very satisfied) Jackie is fantastic counselor

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(neutral) I was forced to see one. I had to get a signature before registering for my courses. That meant having to have an appointment & many people do not relize how booked counselors are.

Very helpful and had a great concern for my course load.

(not satisfied) part time counselor didn't seem knowledgeable

(not satisfied) he acted as though he had something better to do.

(neutral) I was rusher through

(not satisfied) counselors are too busy.

(not satisfied) Incompetent

I go for a counselor apointment and had to wait a half hour later each time.

was put into classes I was not ready for

(neutral) More information on transfer student!

(neutral) Counselers don't seem interested or willing to help in anyway they can. Do they even know your name?

(not satisfied) was not given correct information

(not satisfied) No computer terminal. Counselor only read out of the book

(not satisfied) Wasn't helpful in stearing me towards what I was asking. Seemed to not care about my goals.

(very satisfied) Maureen is very helpful for students wishing to transfer to Millersville

(neutral) The 1st time was good the second was not very helpful

(not satisfied) wrong information given

(not satisfied) They know the system sucks with transfer credits but they don't do anything about it

(not satisfied) I felt very rushed, like the counselor was in a hurry to get to the next student.

(satisfied) I would like to meet with the same person each semester, but can't because of limited # of counselors

(not satisfied) I can read the college handbooks! They are not helping decision-making. Everything is perfunctory mechanical.

(not satisfied) last semester I was signed up for a course my counselor told me to drop it and now I must wait another semester because I cannot get into the college of my choice

(not satisfied) Unreasonably rigid. For rigid rules, don't need a

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counselor (implies discretion).

(not satisfied) *already commented

(neutral) She was 1/2 late and uninformed on program

(neutral) could have been more helpful - more information on programs & courses

(1 very satisfied) one counselor yes the other (2 not satisfied) no

(neutral) awe at the councleus had no idea of programs or even how to use the cataloge for reference to classes

(not satisfied) In my case I didn't feel it was nessissary @ this point.

(not satisfied) My counselor - She didn't seem to know what was going on

(neutral) discouraged me from taking some courses I would have enjoyed.

(neutral) She did not tell me anything I didn't already know.

(not satisfied) I was informed that the particular counselor was well informed regarding HACC's art program and transferrable credits - she wasn't.

(neutral) I felt like I was on trial because when the counselor saw my enrollment sheet, he/she questioned my reasoning for taking the courses I did.

(very satisfied) Robin especially has been most helpful!!

(not satisfied) I was rushed through because it was late and the person before me went very long.

(not satisfied) Rushed - too busy to meet with me!

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(not satisfied) I met with 3 different counselors - very impersonal. Everyone should have their own counselor.

(very satisfied) She was neutral-to her it was something new

(not satisfied) were not informed on transfer qualifications/what classes would transfer.

(very satisfied) The Financial Aid Counselor (ANN) seems genuinly interested in my situation.

(not satisfied) She was late

(not satisfied) not too knowledgeable in areas of career (ex. what courses to take for degree)

4. b. Were you satisfied with the registration process?

Again people in office are rude, unpleasant to work with!

c. Some common problems/requirements associated with registration.

(other) my classes I register for are always cancelled.

(other) placement tests are inaccurate

(other) why must you have a counselors signature

(other) It took to long to see a counselor for a signature.

(other) delay in transfer of credits from F.&M.

(other) Textbooks, please do something for the last 2 semesters I purchased more books than was needed.

(other) late fee charge is not appropriate

(other) Cancelled one class and I had to choose another within one week of classes starting again.

(other) wrong curriculum-was to be in 513 they put me in 510.

(did not have required counselor/faculty signature) did thus classes were full

(other) I was not told that some credits would not transfer.

(other) would like more AA/transfer courses at Solanco.

(other) None

(other) tuition due at registration

(other) Proper instruction in reg. procedures & payment schedule

(other) needs more staff

(other) I'm not used to paying total cost at once made it very

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difficult

(other) lines to long

(other) could use some courses @ CV High

(other) time of classes

(other) Process of registration takes too long needs more help.

(other) payment in full

(other) was dropped from courses when should not have been

everything was fine

(other) financial aid not received on time/classes cancelled; I didn't know about "holding classes" - had to re-register

(did not have required counselor/faculty signature) I did
(did not have required English/Math Placement Test completed) I did
(did not have required prerequisite course completed) I did

(other) inability to financial (installments) more than one class

(other) not enough on staff

5. How satisfied were you with the following services?

a. Financial Aid

still to apply

b. Veterans Affairs

(neutral) Should buy used books!

Does not apply

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c. Store Services

(very dissatisfied) takes to long to get the right books in - and them boom! they mark them up 70% (?)

(very dissatisfied) Books over a week late. 2nd time this has happened.

too expensive (4)

(dissatisfied) Book vouchers not enough $200 doesn't go far

(very dissatisfied) Why must students pay a premium for textbooks? I was charged more than the price listed in Books in Print!

e. Records

(dissatisfied) have not received grades from Fall 92

(dissatisfied) sometimes a problem

(dissatisfied) delay in transfer

I still have never received grades from last semester.

(neutral) misplaced transcripts.

f. Other

(dissatisfied) Lost my grades from the fall semester. Had to re-send them.

DOES NOT APPLY

Personally know people who have problems w/the financial aid.

(very dissatisfied) school activities

I have not received my grades for the fall semester, nor a financial aid packet

Haven't used other services (Satisfied with Store Services & Business Office)

Some of my books are still not in the store

Financial Aid-Very Dissatisfied is not the fault of LACC

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(dissatisfied) the text books for chemistry have been promised to the students and have not yet come in (1/25/93). This has been since bookstore has been open only 2 out of 4

(other-Very Satisfied) Library Services!!

(very dissatisfied) Price of books is terrible!!

Having to deal with Harrisburg instead of Lanc. Campus on the issue of recieving money in which is badly needed. It should also come faster.

(Business Office - dissatisfied) See Section D-1-b. (receiving wrong information from college staff)

HACC BOOKSTORE IS TERRIBLE

(other) cousilor My cousilor put me in a class I didn't need

book store was OK, but wrong books were sometimes ordered - different than instructor's

my account was incorrect and when I 1st registered the lost my file & I had to reapply-my mid term grades never came

(very dissatisfied) I don't understand why Lancaster is not a sponsoring district when the Lanc Campus is in Lancaster?!

I had to return to the book store several times because, the books I needed were not in stock.

The book store is very limited and book arrive late. If I am expected to pay on time I feel materials should be made available sooner

I wish that when you take a course on another campus you could purchase the books at the Lancaster Campus

DIDN'T RECEIVE FINANCIAL AID, BUT PLAN TO IN FALL

My opinion on business office (very dissatisfied) personal coicides with others I've decussed situation with

If we are not going to recieve our grades for mid-term or finals we should be sent a letter letting us know why our grades are being withheld.

I just started I have no clue.

The books were given the wrong ones.

(dissatisfied) do not have all couses necessary for some majors

bookstore location

(very dissatisfied) class room size for amount of students.

(very dissatisfied) inter-office mailing system

(other) haven't used a & d services

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APPENDIX I
COMMENTS

School owes me refunds which I need to purchase art supplies and the money is way overdue they need to speed this process.

(dissatisfied) amount of courses available at this campus

I wanted a voucher to pay for books since I cancelled a class I had already paid for myself & was not able to use the money to buy books - WHY?

(very dissatisfied) the amount of books required and half of them are never used!

I have yet to recieve my grades in the mail from last semester.

6. c. Current student activity fee supports many student and academic functions throughout the college - are there additional programs/services which you would like to see supported
If yes, which one(s)?

Since working part time, I'm in needed of financial help.

Get rid of the gay support!

more tutor

maybe an athletic program

Not sure of which ones at this time

More sports, like the tennis team.

Environmental Club

More private colleges brought on campus

all of them

dance class, photography club

sports programs

anything environmental

child care

Library

Athletics

I would like to see more clubs

Team Sports

LACC own Gym rights in Lancaster YMCA!!

Newspaper & Sports

A Golf Team

APPENDIX I
COMMENTS

any

More Social/Athletical Events

Clubs for student interests

Exra-curricular-more sports, etc.

Pool Club (2)

Smoking lounge

Orientation, acquainting non-traditional students.

to feel more apart of main campus

Sports Softball

Zoology

better library

more support for ones already started

Would like to be able to purchase used books as does Main Campus offers.

No Opinion

Maybe an intermoral sports program.

any environmental activities

Environmental Club, SGA spends to much money irrosponsibly

daycare (working mothers/fathers)

Newspaper

Gym & a better library

Evening child care for single parents

there are none

intrameural sports

outdoor enviro. education

student gov't - time of the meetings do not fit my schedule.

Sports

Gym, Food place

more intermural sports

As a non-traditional students - I do not partake in these activities

APPENDIX I
COMMENTS

Theatre

Working with the mentally handicap.

Give some options

Music!

Support groups for non-traditional students

study skills programs

"don't know"

Tutoring in the Evening

Athletics

Sports - basketball, football

Library

intercollegiate sports.

Computers

Library services

tuition payment plan

Alot of the activity are in morning or afternoon do you have some at nite?

E. CAMPUS FACILITIES

1. How satisfied are you with the following campus facilities and items related to physical environment?

a. Availability of parking/condition of lot

(very dissatisfied) not enough lighting after dark.

(very dissatisfied) always have to park far, far away from school

(neutral) (needs better lighting at night)

b. Security and safety measures

(dissatisfied/neutral) too much (2)

c. Condition and space available

(dissatisfied) Gets too cold in the winter

(dissatisfied) tables are too small in some classrooms

(satisfied) need larger desks

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COMMENTS

(dissatisfied) small desks

(dissatisfied) too small

(dissatisfied) need more space

(dissatisfied) Need to have tables

d. Library/study areas outside of the classroom

(very dissatisfied) Library is a joke

e. Meeting area for socializing, snacking, relaxing, etc.

Satisfied (we do need more table in snack area.)

OK at Main Campus

(dissatisfied) too cluttered

g. Physical Education/gym

Don't have one (2)

Not sure yet

(satisfied) Skiing's Great!

"don't know"

h. Meeting place to meet with faculty outside of class

(dissatisfied) too small

i. Other

(very dissatisfied) help from faculty

MUCH DOES NOT APPLY

This school should look for its own site w/proper labs and classrooms.

(dissatisfied) noise from other classes is so disstracting

(very dissatisfied) couldn't an indoor smoking area be arranged (one which would not offend non-smokers)?

I think this campus should expand alot more to inclued more student activities.

With all the available space here at Burle, SGA & newspaper could hold meetings in desinated area. We are always being put in some small room, like learning center.

(very dissatisfied) desks & chairs (comfort)

I think all rooms should have table these things suck

APPENDIX I
COMMENTS

Larger library

A gym and a larger library would be great!

better heat

more heat in classrooms

More heat in classrooms, please

More availability of classes

No opinion.

Expand library facilities

More incoming telephone lines/PBX

Smoking area outside of building, benches, etc.

Parking-facilities

need a gym.

None at this time

more class space, more lounge areas

add labs and expand libary

Bigger classrooms, more library space & facilities.

More classroom space, more clubs

To expand alot!

More space is needed.

Better Parking

better equipped library larger classrooms

Science courses

Expansion for class accomodation

More classrooms

a fountain

child care

A place to eat.

I would like to see more classes offered

Should have more Business course on campus

APPENDIX I
COMMENTS

Bigger library with solid wall construction.

Have more classrooms so we do not have to travel.

I am very happy with everything as is.

Offer more courses

Could use some more computers in the library - never available

Library expanded

enlargement. (2)

continue with further expansions to the Library

Make it bigger - More subjects

Areas of recreation to get to know other students

Better desks, office space for teachers, & better parking

enlarge library - have all classes at one location

keep enlargening the library

Gym larger Library

heat

More space (i.e. rooms, larger library...)

The Desks Suck.

Better lighting in the parking area!

Close down Hallmark store affiliation & start selling books - new and used at reasonable prices, or advise us where else we can purchase!!

More varied courses at night.

higher strippers

Have all classes on New Holland Avenue

Library that does not have to order everything I need. (Books would be helpful)

larger facility, more physical fitness areas & choices. More room to socialize & walk around

more lab facilities

I think we need a different variety of food in the snack area.

Expanded classrooms to avoid having to drive to high schools-Lab Rooms

APPENDIX I
COMMENTS

I feel the Lanc. campus need's to have more space.

On Campus Gym Added classes more classrooms

More classrooms, larger social areas with better entertainment equipment for students who may have long breaks between classes, have nothing to do, yet live to far away to go home

Offer lab spaces in this building instead of classes at different high schools.

To have a better desk so we can have more splace to write.

Bigger area & more courses offered/classes offered more than once so everyone can take.

expand it

Science labs on site instead of at area high schools

More classes on different fields ex--Pascal and other Comp. Sci programs

Larger desk to work upon.

Larger library (more volumes), counselors who know what courses transfer.

A larger library - Better Veteran & Financial Aid Counseling

More space & room in classes.

expansion (2)

upgrade of computer network, software, give avalible online help.

Science Labs

How about a library or modern teachers

Larger library facilities and study booths.

Bigger library No more cheap little desks (tables)

Sound proof rooms.

indoor smoking area which would not offend non-smokers.

classes too noisy! Quite a distraction!

MORE QUIET AREAS

PLEASE ADD LIGHTS TO PARKING AREA

More study areas & small gym with facilities-library at times too noisy.

I can not think of any.

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APPENDIX I
COMMENTS

to have all classes at one facility - larger library

N/A (3)

More books in the Library

More classrooms, larger study area.

Some kind of gym.

Need bigger rooms with tables instead of desks I have books larger than some desk tops

find another place

More organization

A new building of their own, better, roomier library

It should resemble a college more, they should spend the $ build their own campus

Library & Gym

more room and library facilities expanded

Big library - Place for snack

either make classes smaller or use larger rooms

more or bigger rooms

more room, smaller/more classes

bigger classrooms

Get a bigger space - or stop admitting so many people

Smaller Classes Where Possible

Gym & larger rooms

A gym for Basketball/Volleyball

Better tables/chairs, better soundproffing/PARKING, better vending area

Spacial expansion, curriculum expansion/availability

labs for chemistry

more space for faculty consultation/space & better facilities for eating (cafeteria?)

More Art Photography classes offered at LACC.

larger classrooms-tables instead of tiny desks

APPENDIX I
COMMENTS

Possibly have a separate section, Where one does not have to show an ID card every time.

as stated, better outdoor/parking lot lighting after dark

The parking lots need more lights

Satisfied

APPENDIX I
COMMENTS

(1) Full desks in all classrooms. (2) Inclass Phys. Ed or health program for older students & not active gym. (3) More telecourses. Although, I prefer to be in the classroom, my schedule dictates what I take. More options by telecourse & frequent offerings of what you have would be beneficial.

Install lab facilities so those classes requiring a lab can meet at the Lanc. Campus & not have to go to a satellite location.

I would like to see it grow.

parking

Enlarging LACC campus Further, Eliminate students from having to travel to HMHS, EPRH, etc.

need laboratory

I think it is time for Lanc. Campus to expand & have their own lab facilities, larger library, etc.

dealing with the financial aid department at HACC is very hard to do. Lancaster needs to know more about aid & books.

Make the RN Program available at this campus. HACC is a long distance

to have in lab classes

More activities!

Larger & better equipped library

Get a library with Books.

Make more space-expand a larger lounge so you don't have to barge by people just talking to get to a class!!!

Nothing

I Don't understand the question!

additional courses

more study halls for student and a cafeteria

More rooms.

Bigger Campus

Larger desk or changing that small desk to tables.

larger library.

please add to library - smaller classes

more PC's - more Library space

Book Store should be on campus. & Bigger liabrary - so we don't have

APPENDIX I
COMMENTS

to go to Millersville or F&M

Don't know first time here

Need more social space or study areas

Better library, gym!

QUIET study areas - desks in classrooms too small for large people - tables are much more comfortable & conducive to learning

Better desks & having faculty hours available

library space for books and bodies

parking availability

larger or expand

The library should be bigger

Offer non-smoking atmosphere indoors & in outdoor lounge. Expand library

To let us park closer

Large Lybrary

Gym & a bigger library

more space to study between classes

You really do need bigger desks in some classrooms

Find own building

Bigger Library, larger classrooms or fewer students

more comfortable desks in most classrooms

too many to list

greater resources in the library

outdoor student rec./educ. area.

Better tutors

More tech courses here

to have every room have a black board instead of that marker thing

more classrooms (2)

Shorter class time, more days

better library sources. Cafeteria w/real food.

APPENDIX I
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Larger class rooms or less students per section. Better communications with Harrisburg.

To enlarge the library if at all possible; I was used to Shippensburg library which was huge.

Nothing-much

Tables not desks Room temps, some hot some cold

No Comment

Get a food market add a gym

bigger desk in some classrooms

A more serious Library - how about some books

increase the library

less classes at Hemphfield n Warwich

larger library, & better parking.

more library materials.

offer the classes here not at other schools

seperate entrance from Burle entrance, improve class availability & the cancelling of courses. No one answers the phone when trying to talk to someone about scheduling classes. Classes @ High Schools. Larger classrooms

more courses added for art majors - whether academic or hands on

to spread out everything so close (all students seem to be in the same place)

Bigger Library Bigger areas to meet with teachers

More excitement. Student's need to know about the activities going on.

more classrooms

construct its own building-more students every semester & need more space

Not Sure

I would like to see a better cafeteria.

Get better instructors

Larger facility & tables instead of chairs w/arms.

have bigger desks

APPENDIX I
COMMENTS

bigger area over all

More class space - more organized

None at the moment

Classes on every other Saturday for a longer period of time and perhaps evening courses for 2 1/2 one time a week to ease scheduling of lifestyle.

Things need to be more organized. Less mistakes & screwups.

Enlarge some classrooms.

I really dont know.

Offer more advanced courses at area high schools

A way to sell the books back or to get used books.

become bigger with less travel and independent of Harrisburg

larger classrooms/meeting area or smaller classes.

Enlarge Library & Study Areas.

Enlarge the library - have comfortable living room chairs in library for reading

more organized, more classes,

none offer chemistry

expansion of this campus.

A bigger and better lybrary

Make it larger, or accept less people.

Expanded library, more class choices year round

Larger Library - more resources needed.

Better lighting in back parking lot. More classes on <u>campus</u>

Greater sense of campus life.

Lab's perhaps - more science based course's offered possibly nursing program

New place for school

More classrooms so I dont have to go to school so late in the afternoon.

The library needs a lot of improvement

to have a gym, so we could play basketball, between classes

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APPENDIX I
COMMENTS

Larger, more efficent, accessable library; gym physical education center

LACCC should make available sports Basketball etc. I feel there are enough interest to do so.

Bigger computer lab & resource space

$30 per credit

More room to study

More space

Better, Bigger Library

Book Store should be on campus!!

More support group in the evenings would be nice

F. GENERAL

1. Have you experienced prejudicial attitudes because of your:

G Student Status X yes

(disability) does not apply

2. If yes, your prejudicial experience was with:

(faculty) not knowing

4. Overall, do you feel that the college faculty and/or staff are accessible to you when you encounter a problem or have other concerns which must be addressed?

b. Comments

Had problems with accounting

Instructor very helpful.

I would like to be more informed of tutors available esp. for calculus.

Most of my instructors have been great!

However, telephone calls are not always returned as promised

Teachers do not return calls. Faculty is from HACC.

hard to see counselor when needed

Willing to help.

I once was kicked out of the library discussing w/Dr. Harding, but we were getting loud.

APPENDIX I
COMMENTS

very helpful

They don't care!

Extremly helpful!! (they need a raise $)

Some rely on other sources of help for students instead of staying.

Office hours are a bit strange - but the instructors (as I understand) do not have a place where they can say this is "my office"

Very willing to be of service

for the most part teachers are very helpful on a one to one basis

Mostly

Concerned w/our education

Schoouling is a problem, too many students, not enough staff

All except for the disbursement of reimbursement checks

Some are/Some are not

I've left several messages for financial aid-none were returned.

Financial Aide Guidance not very accessible

Teachers remark daily on their accessibility

? Never used service.

(yes) except for financial aid couns. at main campus

I have not had to see anyone outside class yet - they tell us they are very accessible

in a minimal way Fritsch & Casey are great!

(yes) However, phone messages are often not received

The staff has been very helpful & the faculty as well.

Elizabeth & Beth are very, very helpful

hard to get a hold of teachers

I did have a problem with a counselor when selecting courses

(yes) most of the time

It seems fairly easy to talk to councelors about your problems

Always to busy to help or answer question; very inpaintant

5. In general, do you feel that the Lancaster Campus faculty/staff have provided the required services and support to help you adjust to the

APPENDIX I
COMMENTS

demands of college life?

b. If not, what improvements/changes would you like to see take place?

better counseling that knows what is going on helpful office staff that know what they are talking about

Administrative office people!!

More help with courses because degree of difficulty.

not sufficient tutors

More college life

Classes for students returning to school much after high school.

I'd love to see sports started but relize that is hard to achieve

Speed up financial aid refunds

I would like some instructors to realize that their class is not my only class and that the world doesn't revolve around it.

The english department could be improved quite a bit.

Lancaster should be its own entity apart from Harrisburg.

appointments on time, faculty should be some what nicer. I feel very small when I got to set an appointment up.

more non-traditional students study skill developmental courses

More help in scheduling.

I would like to see more information available for grants. and help getting the applications

More staff in the office

difficult to see counselor to schedule classes

realize needs more & help students as best as they could

Probably will be going to non-traditional support group starting

more qualified teachers-more closely monitored

don't just refer someone to a counseler give them answers not griefs

I do not like my classes held at other high school.

Just speeding of financial aid/refunds to compensate students who must work less during semester.

Does not feel like a real college.

courses seem simple

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APPENDIX I
COMMENTS

Have the administration staff know what they're doing and talking about

more knowledgeable staff

6. **Overall, do you feel that the campus environment and its staff nurtures your personal growth and provide an atmosphere conducive to your intellectual development?**

Haven't been in it long enough for opinion.

Not sure yet

7. **Additional comments, suggestions, and/or concerns.**

The math placement testing is very inaccurate. The students in my math class have

I'm graduating this semester. Every time I sign up for an English or a math classes you notify me three days in advance. The person always asks me if I want another classes. No, I don't another class that's why I signed for that class.

I feel that if a course is canced the partys should be notified sooner so as to be able to make the necessary change sooner.

I have been having a wonderful time.

I feel the price for a credit in school is ridiculous, plus the price of books are too high. I came for low cost and the price is up with other colleges.

I feel that once a class is offered, it should not later be cancelled. No matter how few people sign up, some us few need those specific classes for our degree.

I've felt very comfortable at Lancaster Campus. My instructors have been helpful & fund. I'm glad I am attending here.

I am only taking night courses so many activities, etc associated w/the college will not be used by me.

Provide more information about student's oportunities for receiving financial aid.

I think the speech profs (if you can call her that) should definately be checked out. You might want to consider hiring someone new!!!!!

I feel that as a community college students should not be expected to participate in group projects assigned by instructors for outside of the class.

Get rid of the Gay Support Group!

Please look into the grades at the Harrisburg Office. With not receiving my grades and financial aid information, I felt like an outsider looking in.

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APPENDIX I
COMMENTS

HACC Lanc campus is a very college to go because the cost, the councelor are helpful and give out good advices.

The current library is too small and too noisy for my utilization for studying.

I'm finding it difficult to 1) Find the financial aid advisor 2) When he/she is here. I'm sent all over but can't track him/her down. I'll keep trying.

I joined LCCC during its first semester of operation. Since then it has grown in both students and offerings. This is a good thing, but remember that the prime goal of college is to obtain education and knowledge, and not mearly to fulfill a set of requirements or comply with a set of rules.

More information on how to transfer

I was very upset w/Harrisburg Campus concerning Finical Aid.

I went to the Gettysburg campus for one semester. I was so glad to return hear & have all the benefits Gettysburg Center was unable to give.

I do not have many credits, however all but one of the teachers have been excellent. Perhaps the teachers should be observed during class sessions occassionally.

I'd like to see a larger course selection. Other foreign languages more music & art

Great campus generally good.

I feel the Lanc. Campus needs to be enlarged. Also, we need to have more students involved with the SGA.

All of my classes have been off-campus; have had no real experience with New Holland Pike facility. Some inquiries made there have not been answered.

I hope the college continues its low cost and open admission policy. Colleges (in general) cost too much in my opinion. Students should not even have to pay to go to college. It seems like a privilege for the financially secure. Financial aid is a joke. Even if your parents aren't helping you pay your way, the Financial Aid people assume that.

I do feel this campus needs to expand as a result of the growing enrollment. I feel they do need to expand the physical fitness activities. I do enjoy attending the college.

I feel the Lanc. campus need's more space. All rooms are small, and there should be more of a class selection for students.

Stop handing out these stupid survey's because it takes away my education time. Thank you!

Campus needs more early morning & evening class choices for full time

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COMMENTS

employed students.

Why does the state allow bottom level post high education to grow to such expense?

My only real concern is that classes do not meet for entire allotted time. I want my full (PAID!) time!!! I am getting upset that I now feel that I am not getting what I should be getting. Don't ask the class "Does anyone mind leaving early?"!!! This (college) is very important & necessary for me (my goals).

Advisor not informed on R.N. Degree Prgram

The overall experience at the Lancaster Campus is a rewarding one More study space would be a great improvement, along with an indoor smoking area. The Macintoshes were a great addition.

Counselors need to take a more personal approach, not just a social security number.

I feel sometimes gay issues are forced upon straight people.

Staff members are very supportive and helpful.

I think mailing brochures to Lancaster Area residents is a great idea. I would not have realized the school existed and that the opportunity to receive my degree was so close to home.

Lanc. Campus has made my dream of going back to school (after 22 years) a reality. I could never have afforded to attend Millersville or Penn State and I appreciate Lanc. Campus' flexible evening classes.

Good school!

This course is the only I've ever taken with the Lancaster satellite. So far so good.

Some teacher need to go back to college and better their teaching skills.

I feel you need to survey a teacher and if there is a problem bring some students in. I have to terrible proffessors this semester and feel I'm learning nothing.

College staff fail sometimes to treat students with respect!

Counselors should be better informed radio announcements of closing should be handled better -should specify Lancaster Campus of HACC - should make sure it is announced on all stations that are listed on the late start schedule

I feel that the showing of I.D. in the entrance is annoying, what looks like a student <u>is</u> a student.

Need a Student Center.

More computer labs, better A.V. Aids.

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APPENDIX I
COMMENTS

I feel the instructors should be monitered according to their instructional abilities & skills. Some have been exceptional others have been very poor. Questions 5-7 are unfair, asking us to generalize. (One thing I have been taught not to do, by one of my better instructors)

Would like more 8 am & lunch-time courses.

Lanc. Campus does not have an adequate amount of art/photography/and extra. music-dance courses.

Make it easier to get a hold of someone in the HACC Financial Aid department including summer hours.

facilities need work in classroom environment Also, better equipment

I am very disappointed in the availability of the accounting courses. The degree program is designed as a part-time enrollment, but the college is not giving the students a fair chance to receive all the required courses needed to complete the degree program.

instror answers all questions well, never laughs at question takes them all seriously

I am very satisfied with my courses and all staff and faculty

Two years ago I took an English Course taught by Mr Wallace. Where did he go? I understand he's at Main Campus (?) He is an excellent instructor. Incoming students need his class to get a solid writing foundation. I'd like to see him back to L.C.

I live on the most eastern boarder of Lanc. County. I would like to see more classes offered at the Main Campus. I'm also interested in some summer courses.

It would help, if some classes were offer later around 7 p.m. for those of use that work until 6 pm. Also, more evening classes should be offer at the Lancaster Campus. (New Holland Ave.). Driving to Landisville, after working all day is hard. Hopefully in time this will change.

I would like to see Lancaster Campus expands it's program

I feel Biology could be combined to create one night class instead of two per week.

I don't like having to drive to High Schools for classes. It would be nice to have labs on campus

It was difficult for me to adjust to a community college because I was used to attending a large college & a large # of students. I wasn't used to the one-on-one attention.

I am very satisfied with every thing here, I have recieved much help, I like it here. Its comfortable, accesible and pleasant

This my first semester here at the school, and already I can feel that I belong. The students and teachers are all very friendly. Thanks

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APPENDIX I
COMMENTS

for your concern!

All the instructors I have experienced, have been very helpful, and very interested in me as a person. That is a big part of any educational level!!!

I filled this survey out at the beginning of my second class ever at HACC Lancaster

This is my first semester talk to me in the Fall

some instructors not available except before or after class & will have other classes before & after

I think the placement tests are bullshit. Just because I didn't do good on a test that I haven't covered in two years doesn't mean I should have to take low level courses that are not acredited. I feel if I took the higher level class, most of the math & english would come back to me.

Feel like no info was given. Did not know where to go what to do when I came here. Just here.

I feel that more of the majors should be offered at the Lanc. Campus as well as the Wildwood Campus.

Most instructors are excellent, however, one or two that I have had might be evaluated and instructed to improve or tone down presentations in class.

This doesn't really illustrate a true Student evaluation - This is my 1st semester 1st class ever here. Im only taking 1 class this semester & have a BS from somewhere else.

You need better counseling services, specifically greater knowledge of transfer programs and requirements at other colleges.

generally good experience-offer more courses & better tranfer information

My time here has been good. I have a lot of positive feelings about Lancaster Campus

I feel you would get an excellent response for providing child care for those who need it.

Friendly atmosphere, especially instructors However the campus & library & labs must be expanded & improved

the teachers really give you the attention you need.

My favorite teacher is leaving in May. Mr. Fritsch - He's always there when I have a problem with studies or personal. I'm just glad that he teaches at the school that I am transferring to!

To many people jammed into rooms 101 & 102

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I would like to see more security in the parking lot, present security seems to be concerned only with protecting visitor parking and company parking while ignoring the far parking area.

I was very impressed w/the college - after transferring from Shippensburg I didn't know what to expect, but I was very happy to find it was such a good school.

I do not like the varried grading scale Should have 1 scale. Not 2.

I enjoy the lancaster classes but I feel some instructors need to improve on their educational teaching skills.

I felt welcomed from everyone!

too little space!

I wish Lancaster Campus could provide more programs so I wouldn't have to go to the Harrisburg Campus. This is a good school and I would like to see it expand.

The thing this college has to remember is everyone not skinnie Some of us are big and need tables not the chair desk

I like it more than I thought I would, I've become more disciplined & everyone is nice.

Sometimes I feel that my educational goals for my particular degree has forced me to take additional courses which I feel are not necessary.

I think the Campus - needs to offer - Art Courses!

This is my first semester at LACC I've had no problems - hopefully it stays that way - I have encountered numerous problems at Penn St. where I also attend classes, thu (LACC) establishment seemed to run much smoother Hopefully, when I transfer my credits I have no problems - Thank you

I feel at times the required work involved with class is excessive. When you work full time and have children, this could be a bottleneck.

So far it's gotten off to a good start this is my first semester.

Lancaster need techinal education in this county not more buisness courses to enable the county to be more productive

I think that this survey should be given only to second year or third semester students not to new student who have not had a change to familiarize themselves with the school. The time factor needs to be considered.

Have not been here long enough to form opinon

Financial aid assitance, larger library

I had one year full time at Kutztown University, and starting classes again was scarey at first, but the Lanc Campus seemed to help things

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APPENDIX I
COMMENTS

move along easily.

I feel more support should be given to evening studen't especially tutoring. Peer tutoring would be gret

Its convienant - Its affordable - Its great!

I am aware that this is a fairly new campus. But the college that I transfered from was very organized. Because of the poor organization & communication between this campus and HACC, you have cost me to be here an extra semester instead of graduating on time. Very disapointing

I feel it is a good place to get adjusted to college work but then transfer. I think more material on transfering should be offered.

I am unhappy to learn that Chris Fritch will no longer be teaching here after this semester. He is a very dynamic teacher

I feel the school should be independent from HACC. I wouldn't want to travel to Harrisburg to earn my degree. I hope something is being done to change this.

Some of the college staff is short tempered with students even though they are under pressure they should not take that out on the students

I really strongly feel it should be little bit cheaper than $100 per credit.

Through my years of going to HACC each semester there has been many problem w/classes being offered for the paralegal program. It would also be nice if there was some type of resource the students could go to to seek employment.

APPENDIX I
COMMENTS

The teachers I have for some of my classes are good, then there are some that do not care about you or the class!

Paralegal program/course selection very unorganized and incomplete.

classes good
counseling could be more helpful
would like to see lower rates like Harrisburg Campus if possible